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ABSTRACT

This program development handbook is part of a statewide effort to develop and implement an Arizona Competency Based Guidance Program model for Arizona school districts. Part 1, the Overview, includes an introduction to competency-based guidance, followed by the mission statement of the Arizona Department of Education regarding guidance and the philosophy of the Arizona Competency Based Guidance Program. It also surveys the conceptual model of guidance, the goals for student competency, the management system, and evaluation procedures, and it concludes with a glossary of guidance-related terms. Part 2 outlines desired student competencies at elementary, middle/junior high, and high school levels in four domains: educational, career development, personal/social, and leisure. Part 3 lists the 12 elements of a competency-based guidance program: mission statement, philosophy, conceptual model, goals, competencies, management system, results agreement, needs assessment, results plans, student monitoring, advisory council, and master calendar of events. Appended are samples of guidance goals, the National Career Development Guidelines for competencies and indicators from kindergarten through adult levels, copied articles on conducting needs assessments, and a sample educational and career planning folder for middle/junior high school students. (TE)

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HANDBOOK

PROGRAM

CBG

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Arizona Competency-Based Guidance

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ARIZONA DEPARTMENT OF EDUCATION/VOCATIONAL
TECHNOLOGICAL DIVISION

C. Diane Bishop, Superintendent

September 1990

CBG

COMPETENCY-BASED GUIDANCE

DRAFT

PROGRAM DEVELOPMENT HANDBOOK

Arizona Department of Education
C. Diane Bishop, Superintendent

Vocational Technological Education
Barbara Border, Deputy Superintendent

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FOREWARD

Change has become a way of life for the educational community as well as for society itself. The recent Presidential Summit focused the nation's attention on the importance of change and our need to be responsive to our new challenges. Perhaps at the very heart of the entire education system is the guidance and counseling program. It is this program that spans our students personal, social, career and educational development. Guidance is integral to the total education system. It is the consensus of guidance and counseling professionals that it be developmentally-based and grounded solidly in competencies that demonstrate how students are impacted and how the guidance program makes a difference.

The Arizona Competency Based Guidance Handbook is a statewide effort to focus on developing an Arizona Competency Based Guidance Program model to offer Arizona school districts as a guide in establishing a competency based guidance program in their school/district.

C. Diane Bishop
State Superintendent of Schools

PREFACE

The mission of the Arizona State Board of Education/Vocational and Technological Education is to promote opportunities for an appropriate, quality education on an equitable basis for all school children in Arizona, and to protect and enhance the Arizona public school system.

In 1986, the Commission on Precollege Guidance and Counseling, appointed by the College Board, published the document, Keeping the Options Open. In their report, the commission states (excerpt from page 1):

"Schools should be caring environments in which students are respected and supported both as learners and human beings. All young people need such schools; but, particularly the increasing number who suffer disadvantages from poverty, discrimination, and family stress or disruption"

"The Commission believes that many students become discouraged as a result of the ways schools are now operated, and that improved guidance and counseling in the schools can contribute significantly to reduce the considerable waste of human talent."

Establishing an Arizona Competency Based Guidance Program Model is a step toward revitalizing and improving guidance in Arizona's schools.

Barbara A. Border, Deputy Superintendent/State Director of
Vocational/Technological Education/Adult Education

ACKNOWLEDGMENTS

The Arizona Competency Based Guidance (CBG) Handbook is the product of the hard work and expertise of the Arizona Competency Based Guidance Program Steering Committee Membership.

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Additionally, it is important to give special recognition to Dr. C. D. Johnson, the Competency Based Guidance Handbook Steering Committees' consultant and writer for his expertise in developing a Competency Based Guidance Program Model with samples of documentation.

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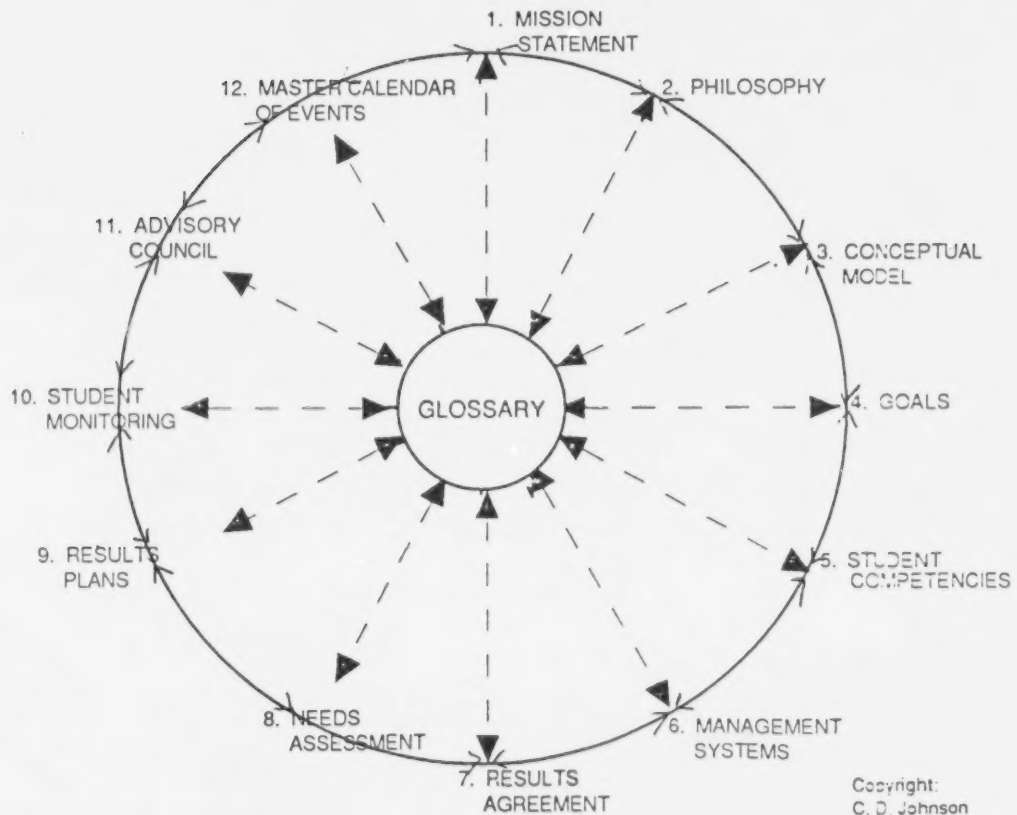


OVERVIEW

SECTION I

THE COMPETENCY BASED GUIDANCE

PROGRAM ELEMENTS



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C. D. Johnson
1985

The 12 elements of a competency-based guidance program model.

CHAPTER I ARIZONA'S COMPETENCY BASED GUIDANCE PROGRAM

INTRODUCTION

With the support and direction of the Arizona Department of Education, guidance services have become an integral element of all students' educational experiences. Guidance services and resources vary from district to district. However, all have the same mission of teaching all children the skills necessary to be successful in a changing world of work, education and living.

Counselors often have the responsibility for many students with numerous needs. They serve parents, teachers and students who have high expectations for counselor services. These expectations call for a team effort on the part of counselors, parents and the education staff to assist students to acquire the knowledge, attitudes and skills necessary to make the transition from school. The involvement of this team in setting the mission, training, strategizing, managing and evaluation is necessary in order to provide healthy growth in students.

The increasing complexity of our world and the current constraints in educational budgets make it necessary to set clear priorities in the programs and services available to students and the way counselors deliver these to the student population.

The move to competency based guidance programs is congruent with the current move in education to outcome-based programs. Both trends reflect what Naisbitt (1982) refers to as the move from short-term to long-term planning. Both outcome-based education and competency based guidance programs focus on the knowledge, attitudes, and skills students must possess to make a successful transition from school to higher education, from school to work, or from school to a combination of both work and higher education. A competency based guidance program takes into account each community's needs, resources and management systems by being concerned primarily with "what competencies students acquire" not "what counselors do."

The need for school counselors has been affirmed in the research studies that identify areas in which professional counselors do make a difference in the lives of children, youth and adults as they chart their lives, make decisions, pursue academic achievement, engage in rehabilitation, reconstruct their lives after episodes of emotional distress, learn to manage stress, make the transition to work or find alternatives to being an offender of the law.

Guidance services and resources may vary from school district to school district; however, all have the same intentionality: that of attempting to ensure all students to acquire the knowledge, attitudes and skills necessary to become responsible, self-sufficient citizens in school, work, and life. These services have been grouped into the following categories, i.e., assessment, providing information, counseling, placement and follow-up.

ARIZONA DEPARTMENT OF EDUCATION

MISSION OF GUIDANCE

"The mission of guidance is to ensure that each person regardless of race, sex, religion, economic condition, mental or physical handicaps, or geographic location will acquire the competencies for constructive participation in society."

2 PHILOSOPHY

In order to implement the guidance program in Arizona, the counselors are committed to the following:

We believe that:

- The guidance program is a right and shall serve all persons enrolled in public education;
- The guidance program results shall be evaluated on stated goals and related student competencies;
- The guidance program will be consistent with expected developmental stages of learning;
- The guidance program activities will involve the entire educational or school community;
- The guidance program activities will be determined/planned by the local school counseling staff in consultation with the guidance advisory committee;
- The guidance program will be managed by state certified counselors using participatory management concepts and practices;
- Students will have access to a counselor with whom they may discuss guidance-related concerns;
- Each student shall have the individual freedom and responsibility of choices within the constraints of the educational agencies;
- School personnel, the students and parents/guardians are responsible for monitoring students' progress in subjects;
- A mandatory ongoing program of counselor competency renewal (training and retraining) is necessary to maintain a quality guidance program; and

- The professional mandates and guidelines proposed by Arizona Association for Counseling and Development and the American Association for Counseling and Development shall constitute minimal standards for the Guidance Program.

3 CONCEPTUAL MODEL OF GUIDANCE

The content areas included in a guidance program are best presented through the use of a conceptual model that has undergone research and prior use. The model adopted was developed in 1964 (Wellman, 1964) and adapted (Johnson, 1972) for use in the competency based program. The model provides a structure that simplifies guidance content into four areas or domains, three types of learner competencies, and grade developmental levels. The use of a geometric model shows the relationships.

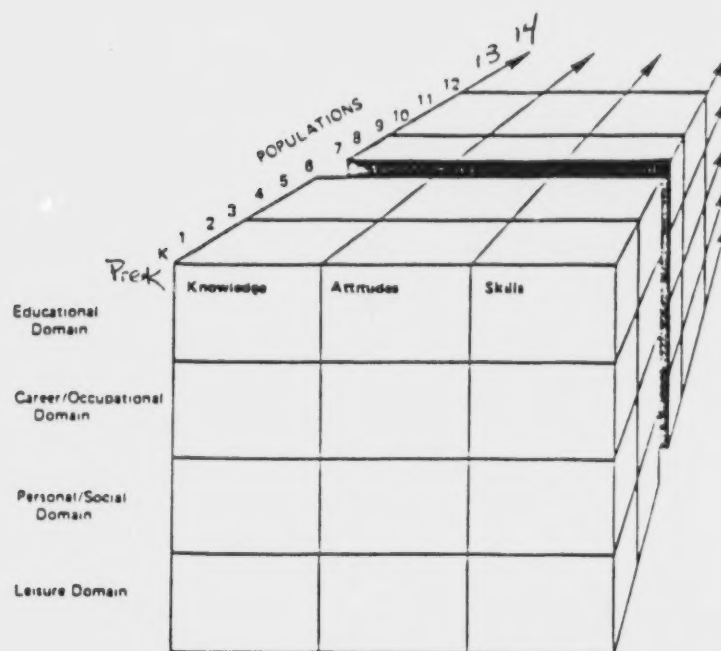


Figure 2. Graphic presentation of the conceptual model

The four domains of content are the educational (learning-to-learn), career/occupational (learning-to-work), personal/social (learning-to-relate to others) and leisure (learning to use leisure time effectively). All are interrelated, yet the division allows more precise planning.

The three areas of learner competencies are knowledge, attitudes and skills. The third dimension allows for different age groups, different grade groups and for special populations such as talented, gifted, at-risk, special-education and adults.

4 GOALS

Goals represent domains of results, or student competencies. They are stated in terms of student results, not in what counselors will do or what services are available. The goal is the output of a program, i.e., what is to be achieved by students when they exit a school or program. Thus the achievement of a goal is the result of the counselors creativity and initiative. The following goals represent the Arizona Department of Education's desired results for all persons in public education programs.

GOAL 1.

EDUCATIONAL DOMAIN of Results

All students in Arizona public schools will acquire and demonstrate competencies in developing and implementing an education program of studies that fulfills their individual learning style, goals and objectives, and provides skills in dealing constructively with and contributing to society.

Each student will acquire and demonstrate competencies in:

- 1.1 Studying and test-taking,
- 1.2 Utilizing resources, exercising rights and responsibilities, and following rules and regulations,
- 1.3 Solving problems and planning educational programs.

GOAL 2.

CAREER/OCCUPATIONAL DOMAIN of Results

All students in Arizona public schools will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes and interests.

Each student will acquire and demonstrate competencies in:

- 2.1 Knowledge of self-characteristics,
- 2.2 Knowledge of the world-of-work,
- 2.3 Career decision-making and planning,
- 2.4 Finding, keeping and leaving employment.

GOAL 3.

PERSONAL/SOCIAL DOMAIN of Results

All students in Arizona public schools will acquire and demonstrate competencies in effective interpersonal communication and in recognizing the contributions of self and others.

Each student will acquire and demonstrate competencies in:

- 3.1 Effective interpersonal relationships and conflict resolution,
- 3.2 Recognizing and utilizing their own and others contributions.

GOAL 4.

LEISURE DOMAIN of Results

All students in Arizona public schools will acquire and demonstrate competencies in the socially acceptable use of leisure time.

Each student will acquire and demonstrate competencies in:

- 4.1 Knowing available leisure opportunities,
- 4.2 Knowledge of own leisure skills and needs,
- 4.3 Planning and implementing leisure activities.

5 COMPETENCIES

Competencies are developed proficiency in knowledge, attitudes and skills that are observable and that can be transferred from a learning situation to a real-life situation. They are used to define further for teachers, parents, administrators and counselors the enroute indicators which can be used to ensure that students are moving toward the desired goal. The competencies are goal related. Refer to Chapter II for Arizona examples of competencies and writing format.

6 MANAGEMENT SYSTEM

The Management System refers to the means by which desired results are obtained. First, it is important that the differences in results and process management be delineated:

Results Management

- Primary concern is focused on what competencies students acquire.
- Individual counselors are responsible for predetermined student results.
- Team members have different skills; therefore, differential staffing is common.
- The belief is that students learn differently; therefore, more than one presentation or approach will be used to ensure all students learn expected competencies.
- Creativity in new processes and using resources is encouraged and appreciated.

Process Management

- Primary focus is on how competencies are acquired, i.e., the processes used.
- Counselors are accountable only for the number of students using a service or participating in an activity.
- Team members are all responsible for the same processes or roles and functions.
- The belief is that all students learn the same; therefore, a single activity or approach is adequate.
- Standard practices and activities are encouraged.

EVALUATION

The evaluation of guidance program effectiveness will be a three phase approach; determine readiness, collect data on results achieved, and the use the data to make modifications in the program.

READINESS

The program will be ready for evaluation when all elements are in place and meet the desired criteria delineated. It is highly recommended that the person or team constructing a program; review the standards first. If the person or team plans to convert their services based program to a competency based program, the criteria are an excellent guide.

DATA COLLECTING

Competency data collection occurs when an activity is completed or while the activity is being implemented. It is competency specific; i.e., if the competency is how to take a standardized test, then only the competencies in preparing and taking the test are assessed. If the competency is utilizing career information, then only the competencies in locating and using career information in a simulation or a career plan or decision are collected.

Goal data collection is done during the final months or days students are in the school or in a program. That is, seniors will be assessed during the second semester, eighth graders in a middle school, and fifth graders in a K-5 elementary school.

To evaluate the purpose or mission, it is necessary to develop a follow-up or follow-through data collection system on a one, three, five and/or ten year basis. The data must be relevant to the content of the mission; i.e., are the former students working, going to school, self-sufficient, or all three.

DATA USE

"The purpose of evaluation is to improve not to prove" (Stufflebeam, 1972). The data should be used to identify the program strengths and to identify the program weaknesses that require special attention and possibly additional resources.

Results Management calls for rethinking old ways of achieving goals and may well demand new processes to ensure that all students acquire preset competencies. A proven effective management system is a reciprocal model in which both the counselor and principal or administrator in charge of guidance each assume some responsibility.

Guidance Counselor	Guidance Administrator or Principal
• Produces a results agreement which lists specific competencies the population (students) will achieve • Negotiates results agreements (signs when approved) • Produces and negotiate plans to achieve results • Implements plans • Produces assessable evidence of competencies acquired • Acquired and/or renews competencies	• Audits results agreement seeking balance and comprehensiveness • Negotiates results agreement (signs when approved) • Audits and negotiates results plans • Monitors activities • Validates and appreciates evidence of competency attainment • Coaches new behaviors

To implement the competency based guidance program in all Arizona Public Schools, the State Department of Education will follow the following Time-Task line in providing Arizona an Arizona Competency Based Guidance Handbook.

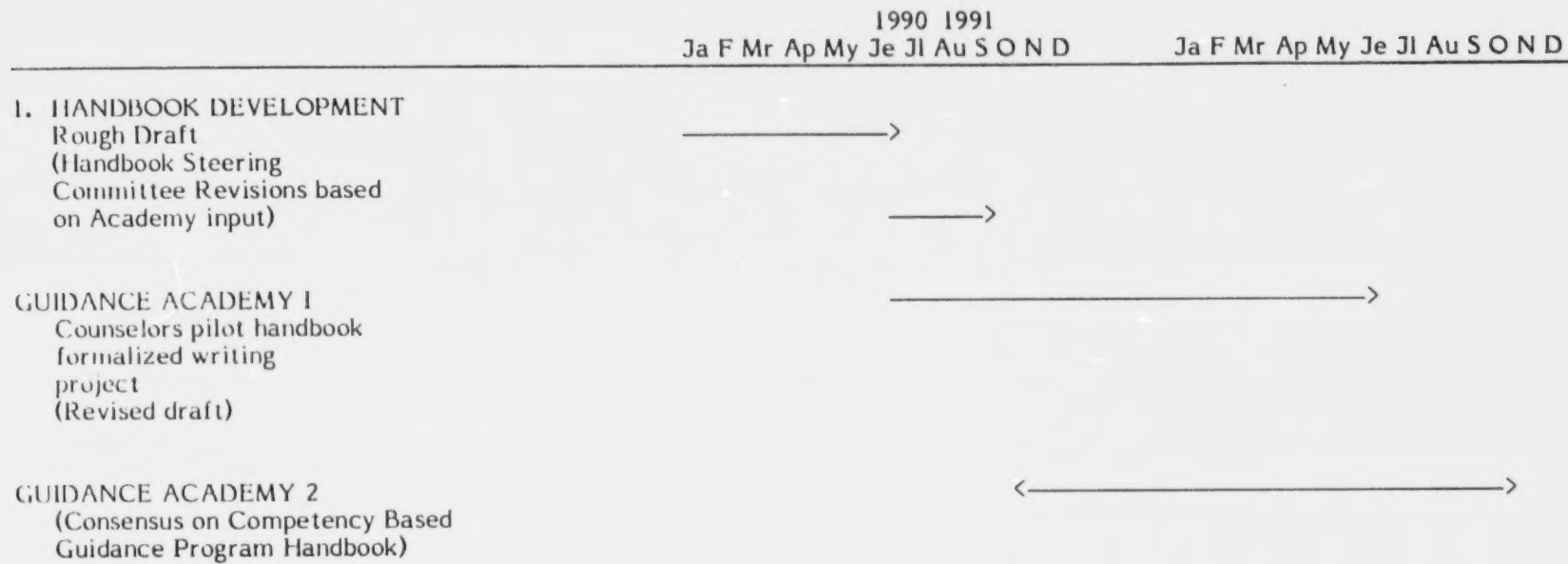
1. Complete first draft of the Competency Based Guidance Program Handbook.
2. Plan, implement and evaluate a 'Counselors Academy' in which the content will be for participants to develop a school-based plan to revitalize their guidance program.
3. The second draft of the Competency Based Guidance Program Handbook will be completed through a formalized writing. Project 1990/1991.

(Visual provided on page 11)

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ARIZONA DEPARTMENT OF EDUCATION

Time Line for Implementation



*1989/90 Six Pilot Sites—Videos and modules completed.

GLOSSARY

ADVISEE—is a student.

ADVISEMENT—is a function of guidance in which certified members of the staff help assigned advisees to plan ahead and to proceed successfully through high school.

ADVISER—is a certified staff member who is committed to becoming involved in the educational, personal/social, leisure, and career development of her/his advisees.

CAREER RESOURCE CENTER—is an educational, career, and vocational planning facility housing information and services designed to enable individuals or groups to determine their career or educational objectives. These services are directed at helping them to develop a viable self-concept enhancing their chosen work values.

CHOICE—is the selection from a set of alternative items, processes, and/or activities.

COMPETENCY—is developed proficiency in knowledge, attitudes, or skill that are observable and can be transferred from a learning situation to a real-life situation and that involves the production of a measurable outcome.

COUNSELING—is the service that provides both group and one-to-one relationships between students or clients and a professionally competent counselor. The counselor assists the student to integrate and apply self-understanding and understanding of the situation so that s/he may make the wisest and most appropriate choice(s), decision(s), and adjustment(s).

DECISION-MAKING—is applying skills and pertinent information to a rational process toward reaching a judgment, determination, conclusion, or course of action.

DEVELOPMENTAL GUIDANCE—is that component of all guidance efforts which fosters planned intervention within educational and other human development services programs at all points in the human life cycle to vigorously stimulate and actively facilitate the total development of individuals in all areas, i.e., personal, social, emotional, career, moral-ethical, cognitive, and aesthetic and to promote the integration of the several components into an individual life-style.

EDUCATIONAL DOMAIN—is a so-called domain plane on the graphic of the Conceptual Model of Guidance dealing with the task of developing a high school and post-high school course of study based upon effective monitoring of the student's academic progress.

EDUCATIONAL PLAN—is a written outline of a student's course of study based upon her/his future goal. This course of study delineates the courses to be taken while in high school.

GOALS—are the extension of the statement of purpose and provide the desired student results to be achieved by the time the student leaves the school system.

GLOSSARY (Continued)

GUIDANCE—is an umbrella term that encompasses many facets, both general and specific, of an organization or program for personal growth and development to assist individuals in discovering for themselves their niche (life-style, place) in society.

GUIDANCE PROGRAM—is the set of goals, competencies, and related services designed to assist the individual in acquiring the knowledge, attitudes, and skills needed to make wise choices and adjustments.

LEISURE DOMAIN—is the so-called domain plane on the graphic of the Conceptual Model of Guidance addressing the time free from work or duties.

MANAGEMENT OF RESULTS—is that system of management that has as its primary concern the utilization of human resources to produce the desired and agreed upon results. (Drucker, Peter F. Managing for Results. New York: Harper and Row, publishers, 1964.)

MEANS, ACTIVITIES, AND/OR PROCESSES—refer to how results are achieved. They are the methodology used to reach a pre-established criteria or outcome.

MONITORING—is the process of keeping track of or checking to see if an activity is happening and what problems, if any, have become visible.

MOTIVATION—is the process of furnishing an incentive, stimulus, or inducement to action.

OCCUPATIONAL DOMAIN—is a so-called domain plane on the graphic of the Conceptual Model of Guidance. The Dictionary of Occupational Titles (DOT) refers to this as a collective description of a number of individual jobs performed, with minor variations, in many establishments.

OUTCOME—is the product of an activity.

PERSONAL/SOCIAL DOMAIN—is a so-called domain plane on the graphic of the Conceptual Model of Guidance designating life-skills' goals, competencies, and content.

RESPONSIBILITY—is the assumption of control; the quality or state of being responsible.

RESULTS—beneficial or tangible effect; something obtained by calculation or investigation.

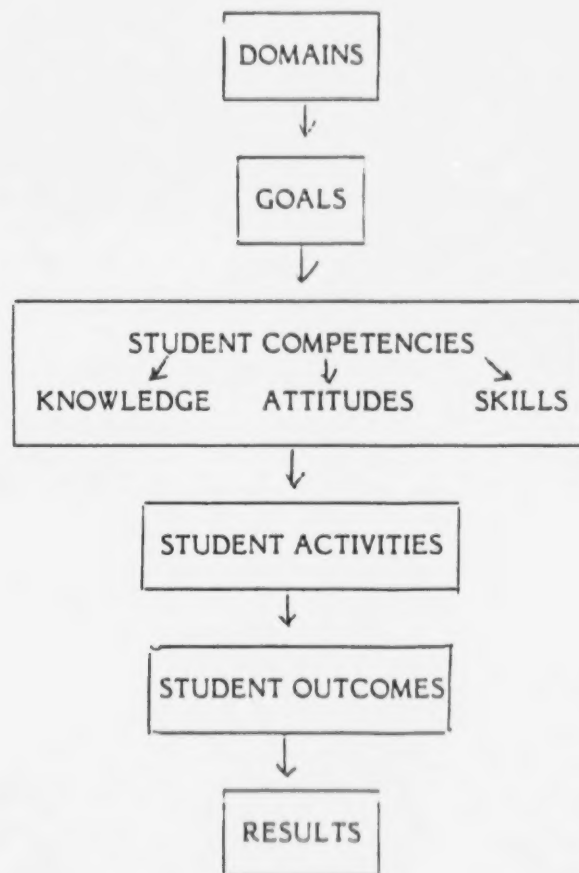
RIGHT—is something to which one has a just claim.

TRADITIONAL GUIDANCE—is a term used to represent guidance systems predicated on: (1) role and function statement for counselors; (2) a specific set of activities counselors must do; (3) usually an alphabetical assignment of students to the counselor; and (4) having no specific content or product accountability. The counselor is the primary source of advice and assistance to the student and the parent.

GLOSSARY (Continued)

VALUES—are the standards that unify a person's behavior and reflect the ideas, beliefs, and activities an individual considers important. Values may refer to one's personal philosophy, culture, style of life or attitudes toward the world.

The Arizona Competency Based Guidance Handbook Steering Committee agreed to the following pictorial as a graphic showing Arizona's progression of glossary terms beginning with the term, domain, to goals, then student competencies which require student activities for practice and result in outcomes quantified into results.





COMPETENCIES

CHAPTER II

COMPETENCIES

Competencies are developed proficiency in knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation and that involves the production of a measurable outcome.

The competencies are sorted by grade levels and organized into content areas as defined in the goal. In the educational goal, the defined areas include studying and test-taking; utilizing resources, exercising rights and responsibilities, and following rules and regulations; and, problem-solving and planning educational programs.

Arizona's competencies will be written using the following format:

DOMAIN

Goal(s):

STUDENT COMPETENCIES

[The stem of each competency is: Students will (demonstrate):]

	<u>Knowledge</u>	<u>Attitudes</u>	<u>Skills</u>
ELEMENTARY	...	...	...
MIDDLE/JUNIOR HIGH SCHOOL	...	...	...
HIGH SCHOOL	...	...	...

Specific examples on the following pages are provided as Arizona examples. (pp. 16-25)

Appendix A provides nationally acclaimed models of competencies that have been field tested and demonstrate validity and reliability. These competencies can be adapted, adopted and/or edited.

C.D. Johnson, pp. 82-98 ; NOICC National Career Development Guidelines, pp. 99-111

EDUCATIONAL DOMAIN

Goal: All students will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives.

STUDENT COMPETENCIES

(The stem of each competency is: Students will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
ELEMENTARY	Demonstrate awareness of the importances of educational achievement. Identify personal strengths and weaknesses in subject areas.	State the importance of practice, effort, and learning. Describe how school tasks are similar to skills essential for job success.	Describe how academic skills can be used in the home and community. Design a plan of action for improving academic skills. Distinguish among ability, effort, and achievement. Demonstrate effective study and information-seeking habits.

EDUCATIONAL DOMAIN (Continued)

Goal: All students will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives.

STUDENT COMPETENCIES

(The stem of each competency is: Students will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
MIDDLE/JUNIOR HIGH SCHOOL	Identify the benefits of educational achievement.	Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.	Identify how skills taught in school subjects are used in various occupations.
	Describe individual strengths and weaknesses in school subjects.	Describe how continued learning enhances the ability to achieve goals.	Design a plan of action for improving academic skills.
			Demonstrate effective learning habits and skills.
			Describe a plan of action for increasing basic educational skills.
			Describe how skills relate to the selection of high school courses of study.

EDUCATIONAL DOMAIN (Continued)

Goal: All students will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives.

STUDENT COMPETENCIES

(The stem of each competency is: Students will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
MIDDLE/JUNIOR HIGH SCHOOL		Identify the necessary steps to apply for and secure financial assistance for post-secondary education and training.	Describe factors that may influence educational and career decisions. Relate the choices of high school and post-secondary courses to a career and educational plan.
HIGH SCHOOL		Demonstrate the effective use of time, effort and resources in making decisions. State factors that may influence educational and career decisions. Predict the effect one's career decisions may have on significant others and life-styles.	

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EDUCATIONAL DOMAIN (Continued)

Goal: All students will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives.

STUDENT COMPETENCIES

(The stem of each competency is: Students will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
HIGH SCHOOL	Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.	Accept responsibility for making educational and career choices.	Identify the transition from high school and entry into post-secondary education/-training programs or the world of work.
	Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.	Accept responsibility for the consequence of decisions.	Identify the necessary steps to apply for and secure financial assistance for post-secondary education and training.
		Identify required steps toward a transition from high school and entry into post-secondary education/-training programs or the world of work.	Identify alternate courses of action in a given decision-making situation.

CAREER DEVELOPMENT DOMAIN

- Goals: 1. Understanding of the influence of self-concept upon career development.
 2. Development of effective career decision-making skills.
 3. Knowledge of the interrelationship between education and career development.

STUDENT COMPETENCIES

[The stem of each competency is: Students will (demonstrate):]

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
ELEMENTARY	Knowledge of the importance of a positive self-concept to career development.	Awareness of values and attitudes and their effects. Acceptance of other interests and abilities.	Define values, attitudes. Recognize accomplishments of self and others.
	Awareness of decisions and the decision-making process.	Recognize why some decisions are made by others. Understand when making own decision is appropriate.	Use information-seeking skills in making decisions.
	Awareness of the relationship of work and learning.	Appreciation of the scope of the world of work.	Skills for understanding and using career information.
MIDDLE/JUNIOR HIGH SCHOOL	Knowledge of the influence of a positive self-concept on career development.	Demonstrate an understanding and appreciation of own skills, interests, aptitudes.	Assess and consider interests, aptitudes, values.
	Understanding of the decision-making process.	Accept responsibility for decisions and consequences.	Demonstrate decision-making skills.

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CAREER DEVELOPMENT DOMAIN (Continued)

- Goals: 1. Understanding of the influence of self-concept upon career development.
 2. Development of effective career decision-making skills.
 3. Knowledge of the interrelationship between education and career development.

STUDENT COMPETENCIES

[The stem of each competency is: Students will (demonstrate):]

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>	
MIDDLE/JUNIOR HIGH SCHOOL (Continued)	Knowledge of the relationship of educational achievement to career opportunity.	Acknowledge the relationship of essential learning skills to skills required in work environment.	Skills for locating, understanding and using career information.	
HIGH SCHOOL	Understanding the influence of a positive self-concept on career development.	Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving goals.	Develop a profile of personal characteristics.	21
	Implement effective use of the decision-making process.	Accept responsibility for making educational and career decisions and moving toward tentative goals.	Generate decision-making alternatives, gather necessary information, assess risks and consequences.	
	Understanding of the relationship between educational achievements and career planning, training, placement.	Recognize importance of academic and vocational skills in achieving desired life-style, standard of living, and career choices.	Skills for locating, evaluating, and interpreting information about career opportunity. Skills for preparing for, seeking, obtaining, keeping, and advancing in a job.	

PERSONAL/SOCIAL DOMAIN

- Goals: 1. Understanding of the importance of a positive self-concept.
 2. Development of effective decision-making.
 3. Knowledge of the importance of positive interpersonal skills.

STUDENT COMPETENCIES

(The stem of each competency statement is: The student will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
ELEMENTARY	Describe personal accomplishments.	Demonstrate a positive self-concept.	Demonstrate decision-making skills appropriate to student ability.
	Describe positive interpersonal and social characteristics.	Demonstrate a sense of belonging to family, school and community.	Demonstrate problem-solving skills.
MIDDLE/JUNIOR HIGH SCHOOL	Identify and accept personal accomplishments.	Demonstrate a positive self-concept.	Demonstrate decision-making skills appropriate to student ability.
	Identify positive interpersonal and social skills.	Demonstrate a sense of belonging to family, school and community.	Demonstrate problem-solving skills.
HIGH SCHOOL	Identify and accept personal accomplishments.	Demonstrate a positive self-concept.	Demonstrate decision-making skills appropriate to student ability.

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PERSONAL/SOCIAL DOMAIN

- Goals:
1. Understanding of the importance of a positive self-concept.
 2. Development of effective decision-making.
 3. Knowledge of the importance of positive interpersonal skills.

STUDENT COMPETENCIES

(The stem of each competency statement is: The student will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
HIGH SCHOOL (Continued)	Identify positive interpersonal and social skills required for interaction with others.	Demonstrate a sense of belonging to family, school and community.	Demonstrate problem-solving skills.

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LEISURE DOMAIN

Goal: All students in Arizona public schools will acquire and demonstrate competencies in the socially acceptable use of leisure time.

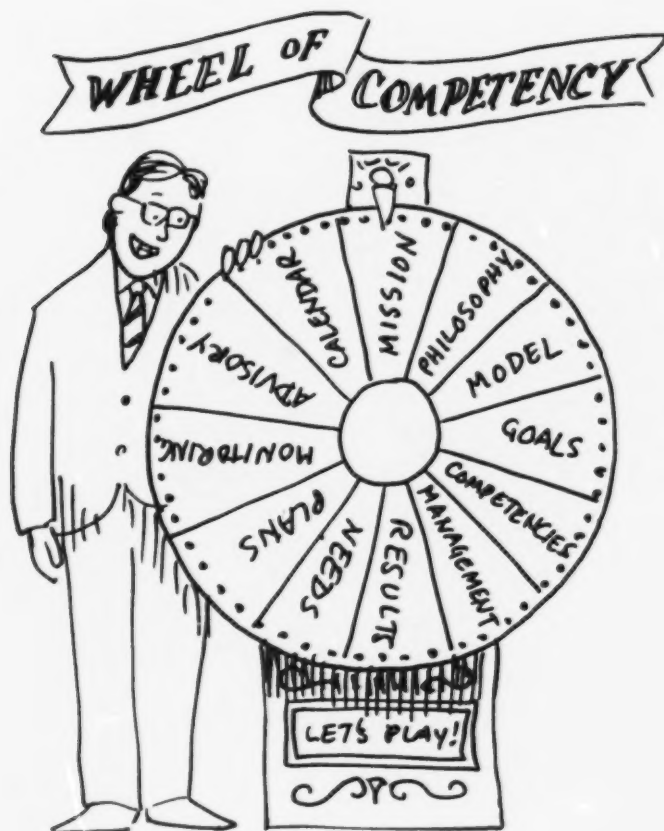
STUDENT COMPETENCIES

(The stem of each competency is: The student will:)

	<u>KNOWLEDGE</u>	<u>ATTITUDES</u>	<u>SKILLS</u>
ELEMENTARY	Discusses favorite play activities.	Participate in play activities.	Take turns and share during playground activities.
MIDDLE/JUNIOR HIGH SCHOOL	List leisure opportunities.	Join one club.	Display good sportsmanship.
SENIOR HIGH SCHOOL	Identify individual capabilities and interests in relation to leisure activities.	Assume responsibility for use of recreational facilities.	Plan a leisure activity.

VERBS COMMONLY RELATED TO THE MEASUREMENT TECHNIQUES OF COGNITIVE BEHAVIOR
AND USABLE FOR COMPETENCY STATEMENT WRITING

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
identify	locate	operate	contrast	construct	select
recite	report	schedule	criticize	create	choose
recognize	review	shop	diagram	set up	assess
describe	tell	sketch	inspect	organize	estimate
	associate	calculate	debate	manage	measure
	compare	solve	inventory	prepare	grade
	distinguish	construct	question	integrate	order
	interpret	engage in	relate	produce	determine
	relate		solve		recommend
	comprehend		examine		
			categorize		
			separate		
			summarize		
			explain		
			take apart		
			disintegrate		

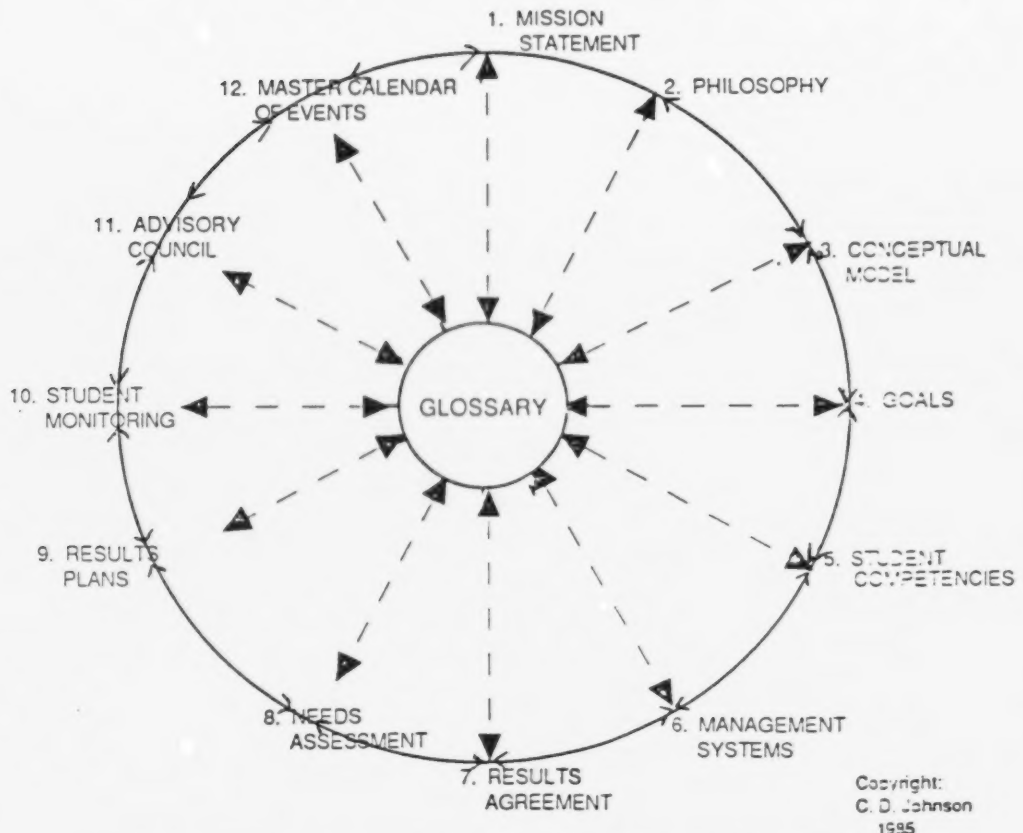


ELEMENTS

CHAPTER III

COMPETENCY BASED GUIDANCE

PROGRAM ELEMENTS



The 12 elements of a competency-based guidance program model.

ENDS: The elements that comprise the ends or results are:

1. **MISSION STATEMENT:** This is a statement of the intentionality of the guidance program. It is the long range desired outcome, i.e., what is desired for all students 5 to 10 years after graduation. This statement must be commensurate with the stated purpose or mission of the school system within which the program operates. The mission statement is the avenue to make clear the relationship between the educational system and the guidance program. The statement should be short, comprehensive and specific as to what guidance will contribute.
2. **STATEMENT OF PHILOSOPHY:** The philosophy is a set of principles which guide the development, implementation and evaluation of the program.

3. **CONCEPTUAL MODEL OF GUIDANCE:** The conceptual model provides a paradigm or framework which delineates the specific areas of guidance contributions, thereby providing a structure for the derivation of goals and student competencies.
4. **GOALS:** Goals are the extension of the mission statement and provide the desired student results to be achieved by the time the student leaves the school system.
5. **COMPETENCIES:** Competencies—are developed proficiency in knowledge, attitudes, or skills that are observable and can be transferred from a learning situation to a real-life situation and that involves the production of a measurable outcome.

MEANS: The elements that comprise the processes or means are:

6. **MANAGEMENT:** The management system addresses the allocation of resources to best address the specified goals. Individual staff responsibilities, accountability and the interface between resource persons responsible for the results are delineated.
7. **RESULTS AGREEMENTS:** The results agreement is a statement from each counselor indicating the student results he/she will contribute. This set of results is negotiated between the manager (Principal) and the producer (Counselor). Once negotiated, the counselor is accountable for achieving the agreed-upon results.
8. **NEEDS ASSESSMENT:** Needs are the discrepancies between what is desired and what is currently being achieved. An assessment of needs is completed prior to completing the yearly plans.
9. **RESULTS PLANS:** The results plans are completed by individual counselors and indicate how, when and where students will acquire the agreed-upon competencies (results).
10. **MONITORING STUDENT PROGRESS:** A variety of processes are used to monitor the student's educational progress. Use of a student planning portfolio (separate from the student's cumulative file of grades), is helpful in teaching students/parents how to assume responsibility for monitoring the student's progress toward graduation and toward gaining the educational and career planning skills needed for success in post-high school endeavors.
11. **ADVISORY COUNCIL:** An advisory council is appointed to audit the guidance program goals and to make recommendations to the department, the administration and/or to the school board regarding program priorities. Representation of all elements of the school and community should be included, e.g., citizens groups, students, parents, teachers, administrators, business/industry, local government.

12. MASTER CALENDAR: A master calendar of guidance events is maintained by the guidance staff with provision for distribution to teachers, students and parents on a consistent basis. Planning, visibility and credibility are facilitated by effective use of a master calendar.

COMPETENCY BASED GUIDANCE PROGRAM

Element 1: Mission Statement

Element 2: Philosophy

ARIZONA DEPARTMENT OF EDUCATION'S

MISSION OF GUIDANCE

"The mission of guidance is to ensure that each person regardless of race, sex, religion, economic condition, mental or physical handicaps, or geographic location will acquire the competencies for constructive participation in society."

STATEMENT OF PHILOSOPHY

The PHILOSOPHY is a set of principles agreed upon by the individuals implementing the guidance program. It is important that all personnel involved in managing and implementing the guidance program achieve consensus on each principle or "we agree" statement.

2 PHILOSOPHY

In order to implement the guidance program in Arizona, the counselors are committed to the following:

We believe that:

- The guidance program is a right and shall serve all persons enrolled in public education;
- The guidance program results shall be evaluated on stated goals and related student competencies;
- The guidance program will be consistent with expected developmental stages of learning;
- The guidance program activities will involve the entire educational or school community;
- The guidance program activities shall be determined/planned by the local school counseling staff in consultation with the guidance advisory committee;
- The guidance program shall be managed by state certified counselors using participatory management concepts and practices;
- Students will have access to a counselor with whom they may discuss guidance-related concerns;
- Each student shall have the individual freedom and responsibility of choices within the constraints of the educational agencies;
- School personnel, the students and parents/guardians are responsible for monitoring students' progress in subjects;

- A mandatory on-going program of counselor competency renewal (training and retraining) is necessary to maintain a quality guidance program; and
- The professional mandates and guidelines proposed by Arizona Association for Counseling and Development and the American Association for Counseling and Development shall constitute minimal standards for the Guidance Program.

COMPETENCY BASED GUIDANCE PROGRAM

Element 3: Conceptual Model

GUIDANCE IS: A MODEL

CONCEPTUAL MODEL OF GUIDANCE

A conceptual model of guidance provides a structure for the definition of goals and related competencies. The model below* was developed by Frank Wellman (1962) and revised by Johnson and Mitchell (1969). Please note that it provides for four goals and related competencies (knowledge, attitudes and skills) for pre-kindergarten students through adulthood.

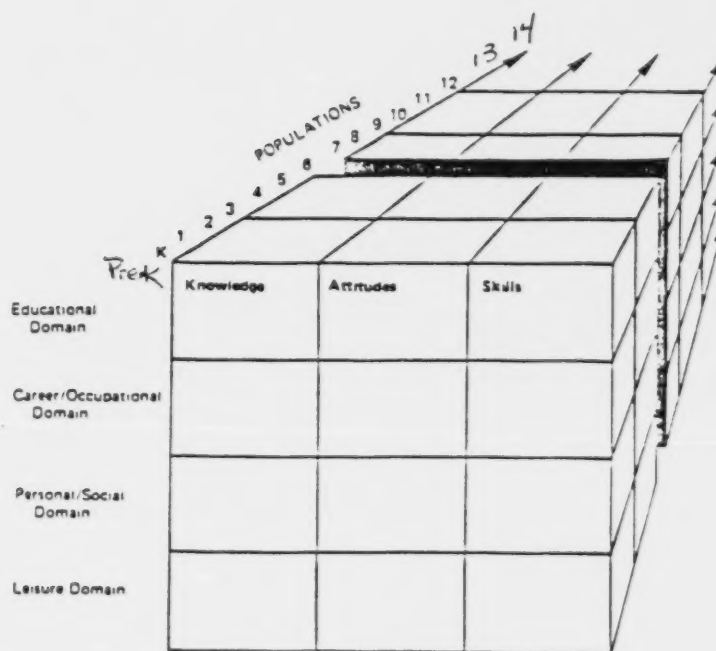


Figure 2. Graphic presentation of the conceptual model

*National Study of Guidance, Taxonomy of Objectives

GUIDANCE IS: A MODEL

Not all guidance and counseling professionals will agree to a pictorial of the conceptual model of guidance. The following is an alternative in narrative form.

Knowledge Attitudes Skills

Educational Domain

Career/Occupational
Domain

Personal/Social Domain

Leisure Domain

The four domains of content are the (1) educational - learning-to-learn; (2) Career/Occupational - learning-to-work; (3) Personal/Social - learning-to-relate to others; and (4) Leisure - learning to use leisure time effectively. All four domains are interrelated yet the divisions allow for more precise planning.

The three areas of learner competencies are (1) Knowledge; (2) Attitudes; and (3) Skills.

It should be noted that all domains of content and learner competencies should be developmental from pre-kindergarten through adult. Incorporating all domains and learner competencies in a developmental process should allow for different age and grade groups, and for special populations such as talented, gifted, at risk, handicapped, and adults.

COMPETENCY BASED GUIDANCE PROGRAM

Element 4: Goals

GUIDANCE GOALS

Goals are the extension of the mission statement and provide the desired student results to be achieved by the time the student learns the school system.

EDUCATIONAL GOALS:

All students in Arizona public schools will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives to provide skills to constructively deal with and contribute to society.

Each student will acquire and demonstrate competencies in:

- 1.1 Studying and test-taking,
- 1.2 Utilizing resources, exercising rights and responsibilities, and following rules and regulations,
- 1.3 Problem-solving and planning educational programs.

EXAMPLE 2:

All students in Arizona Public Schools will develop an educational program that matches their self-characteristics.

CAREER GOALS:

All students in Arizona Public Schools will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes and interests.

Each student will acquire and demonstrate competencies in:

- 2.1 Knowledge of self-characteristics
- 2.2 Knowledge of the world-of-work
- 2.3 Career decision-making and planning
- 2.4 Finding and keeping employment

EXAMPLE 2:

All students in the Arizona Public Schools will gain competencies needed to develop a process for life career planning.

PERSONAL/SOCIAL GOALS:

All students in Arizona Public Schools will acquire and demonstrate competencies in effective interpersonal communication and in recognizing the contributions of self and others.

Each student will acquire and demonstrate competencies in:

- 3.1 Effective interpersonal communication
 - 3.2 Utilizing own and others' contributions
-

EXAMPLE 2:

All students in the Arizona Public Schools will develop effective human relationship skills that will enhance participation on all life roles including those of students, worker, family member and community member.

LEISURE TIME GOAL*

All students enrolled in Arizona Public Schools will acquire competencies in the socially acceptable use of leisure time.

Each student will acquire and demonstrate competencies in:

- The knowledge of socially acceptable activities
 - Utilizing resources, exercising rights and responsibilities and following rules and regulations
 - Planning activities to meet individual needs.
-

*Developed by Stafford county Public Schools, Stafford, VA (1989).

COMPETENCY BASED GUIDANCE PROGRAM

Element 5: Student Competencies

Please refer to Chapter 2, pgs. 16-25
and Appendix A, pgs. 81-111
for National Models

COMPETENCY BASED GUIDANCE PROGRAMS

Element 6: Management System

MANAGEMENT SYSTEM

The management of a competency-based guidance program calls for a different set of managerial skills (Kiersey, 1972). It is the opposite of role-and-function or guaranteed guidance services management in that the administrator-in-charge will become primarily concerned with results, not with processes to achieve the results. Many conceptualizers of management systems, e.g., Douglas McGregor, Rensis Likert, Warren Bennis, and David Kiersey; make the case that a system dedicated to results must allow the producers of the results to decide their best means to achieve the agreed upon outcomes.

For this competency-based program, the management functions delineated by Kiersey (1972) will be utilized at an opportune time for the inductive approach to program development.

GUIDANCE COUNSELOR	MANAGER/ADMINISTRATOR LEADER
1. Produces and Negotiates Results Agreements	1. Negotiates Results Agreements
2. Produces and Negotiates Plans to Achieve Results	2. Audits (and Negotiates) Plans to Achieve Results
3. Implements Plans and Produces Progress Reports	3. Monitors Activities and <i>Appreciates</i> Progress
4. Produces Assessable Evidence of Results Attainment	4. Validates Evidence of Results (and <i>Appreciates</i>)
5. Acquires New Competencies	5. Coaches

In order to implement the management system, some decisions must be made. Decisions regarding the organization/assignment of counselors should be made prior to the next step in program implementation.

1. How (or should) students be assigned to specific counselors to best assist ALL students to acquire pre-determined competencies?

- | | |
|---------------------------|---------------------------------|
| a. By Grade Level _____ | e. No Caseload _____ |
| b. By Alpha Listing _____ | f. By major _____ |
| c. By Homeroom _____ | g. By teacher advisor _____ |
| d. By Goal _____ | h. Other (please specify) _____ |

2. What tasks/duties are assigned to guidance?

LIST (Be sure not to include assumed tasks or volunteer duties)

3. Now go back to the list, check to see if any of the tasks on the list are ASSUMED and not ASSIGNED. If they are, cross them out. Next, write after each task who should do it, making an effort to ensure that the total time expended on assigned tasks is relatively equal.

4. Who should be the manager for each results area, i.e, educational domain, career domain, personal/social domain, leisure domain?

EDUCATIONAL DOMAIN _____

CAREER DOMAIN _____

PERSONAL/SOCIAL DOMAIN _____

LEISURE DOMAIN _____

Rationale for the decision _____

(It is recommended that if more than two counselors are on staff that the strengths of each team member be identified and recognized in order to allow for accountability for specific results by specific counselors).

When the above is completed, please go to the next section on preparing a RESULTS AGREEMENT.

COMPETENCY BASED GUIDANCE PROGRAM

Element 7: Results Agreement

RESULTS AGREEMENTS

Results agreements are a delineation of what is agreed upon by the counselor and the counselor's manager; i.e., what results will be delivered and what assigned tasks are to be done.

Results areas include:

- a. Program Results (for all students)
- b. Referred Students (referred by self or others)
- c. Staff Results
- d. Parent Results
- e. Self-improvement Results (competencies the counselor will attain for self (professional) development.
- f. Assigned Tasks: (Process accountability only) For the assigned tasks, the counselor is responsible for implementing the process, not for the results attained. The manager who assigned the task, is responsible for the results attained, since he/she determined the process(es) to be used.

Steps to arrive at consensus are:

1. Counselor completes his/her results agreement and forwards a copy to the manager for review prior to the results determination conference. It is suggested that this be done a week prior to the scheduled appointment.
2. During the results determination conference the counselor and manager arrive at consensus on what results the counselor will deliver. Discussion on how results will be delivered should be deferred until the results planning conference. At this time, assigned tasks are given. To assure agreement, both parties sign the agreement and each retains a copy.

TO: _____, High School Principal

FROM: _____, Counselor

SUBJECT: Competency Based/Results Agreement for 1990-91 School Year

DATE: May 3, 1990

I will make the following contributions to the students, staff and parents of _____ High School during the 1990-91 school year.

STUDENT RESULTS:

1. I will manage career/occupational domain as delineated in the guidance-counseling program. Students will acquire and demonstrate the following competencies:
 - 1.1 Each ninth grade student will:
 - * identify attitudes and skills for which employers look in job applicants
 - * demonstrate skills in using the career information resources in the Guidance Career Center
 - * demonstrate skills in using the career decision making process in choosing a career
 - * identify his/her own work traits and interests
 - 1.2 Each tenth grade student will:
 - * identify local job opportunities
 - * demonstrate job seeking and application skills
 - * use at least four sources to find career occupational information
 - 1.3 Each eleventh grade student will:
 - * demonstrate skills in career decision making
 - * describe a course of study leading to career goal
 - * demonstrate job interviewing skills
 - 1.4 Each twelfth grade student will:
 - * describe work/leisure/educational experiences outside of school that relate to own career goal
 - * demonstrate planning skills required to reach her/his goal.

CONSULTATION RESULTS:

- 2.0 Of those students in my assigned case load who request assistance or are referred, each will 1) identify the problem, 2) identify the problem characteristic, and 3) have a plan to remedy the problem.

STAFF RESULTS:

- 3.0 Each sophomore English teacher will demonstrate knowledge and skills in teaching career decision making.

PARENT RESULTS:

- 4.0 The parent/guardian of each sophomore will identify the elements of career decision making and will demonstrate skills in using career information resources available in public library.

SELF IMPROVEMENT:

- 5.0 I will acquire knowledge in knowing what career information systems are available for use with the computers and skills in using the computers.

ASSIGNED TASKS:

- 6.0
- * I will keep all the students' in my assigned case load records current.
 - * I will participate in the Vocational Assessment Conferences
 - * I will keep the filing systems for the Educational and Career planning folders
 - * I will order all materials for Career Resource Center
 - * I will complete all the testing as required

COMPETENCY BASED GUIDANCE PROGRAM

Element 8: Needs Assessment

DESIGNING NEEDS ASSESSMENTS FOR COUNSELING AND GUIDANCE

Needs assessments are important steps in the continuing process of guidance and counseling program development and evaluation (Shaw, 1977). They are designed to measure the felt needs, wants, and desires of a client group. A properly constructed and implemented needs assessment can lead to the search for change, improvement and new alternatives within the counseling program.

Needs assessment is also a method for involving students, families, and school staff including teachers and administrator in setting goals and priorities for the competencies students should acquire through a planned competency based guidance program. This assessment should aid in developing a continually improving-self-evaluating counseling program.

Wildavsky (1972) has suggested that one of the solutions to the fear of evaluation within an organization is to have the organization become self-evaluating. His notion of self-evaluation implies that the organization would:

- Determine the needs of those whom it serves.
- Monitor its activities to determine whether they are sufficient to meet those needs.
- Determine the outcomes of its activities to see if the needs are met or changed in any way.
- Revise activities and reallocate resources based on its own findings.

Rimer and Burt (1980) have outlined the steps in designing and using the results of a needs assessment as follows:

1. Form a planning committee.
2. Define guidance program goals.
3. Develop instruments.
4. Conduct a pilot study.
5. Administer the questionnaires.
6. Implement the results.
7. Conduct a follow-up needs assessment.

Fink and Rosecoff outline a five-step method for conducting a needs assessment.

1. Identify potential objectives.
2. Decide most important goals/objectives.
3. Assess nature of current services.
4. Collect information.
5. Select final goals.

They also suggest the use of the Delphi Technique. Arthur Rasp describes the Delphi Technique as follows:

1. Each participant contributes information at each state (there are three or four **before** seeing what others have said).
2. Each participant knows his/her own responses but those of others remain anonymous.
3. The results of each step are shared as part of the **next** step.

The Delphi Technique has the advantage of not requiring repeated meetings, yet provides for systematic information gathering of group priorities and substituting a computed consensus for the usual majority.

A typical Delphi Technique employs a three-stage process. The first questionnaire collects information about personal concerns and priorities. The second consists of items developed from the first-round responses; participants privately rank each item according to their own priorities. The third questionnaire gives participants an average (mean or mode) of second-round responses and an opportunity to reconsider personal choices in light of the group judgments. The result is group consensus.

Gybers and Henderson (1988) suggest that needs assessments be done after the student competencies for your program have been identified. Students' competency statements become then the needs assessment items. It is to be expected that more needs (competencies) will be identified than the program resources can provide for; thus, one purpose of a needs assessment is to determine priorities for needs (competencies).

Anyone involved in the educational process should be included in the needs assessment including students, educators, parents, community members, employers and graduates.

Systematic needs assessments provide direction, rewards, and incentives to all who are involved in the process. When needs are assessed, resources are

allocated to address the identified needs and evaluation is limited to the competencies selected for focus. Counselors achieve effectiveness and pride based on reaching the targeted goals. This assessment effort increases faculty and community cooperation with the school guidance program. It serves two directions, both to communicate goals, and to gain feedback for evaluation.

References

- Marilyn Burt, Susan M. Rimmer, "Needs Assessment: A Step By Step Approach" The School Counselor
- Arlene Fink & Jacquelin Rosecoff, "How To Evaluate Education Progress" Vol. 3, No. 2, Feb. 1979
- Gybers, Henderson, "Developing & Managing Your School Guidance Program" American Assn. for Counseling & Development, 1988.
- Rasp, Arthur J., "Delphi: A Decision Maker's Dream" Nations Schools, July 1973
- Shaw, M.C., "The Development of Counseling Programs: Priorities, Progress, and Professionalism" Personnel & Guidance Journal, 1977, pgs. 55, 339-345
- Wildavsky, A., Public Administration Review, 1972, pgs. 509-520

Other Delphi variations are short questionnaires or charts with statements developed in advance by a planning committee, and computerized versions using Q-sort cards for the ranking process.

NEEDS ASSESSMENT INSTRUMENT

To The High School Senior:

The Counseling Department of _____ High School is conducting an evaluation of the Guidance Program. The Guidance Program at your school should help you to develop knowledge, attitudes and skills in the areas of educational and career planning. Your views are very important, and your comments will help us make our program more effective for future students.

Thank you.

For each item on the survey form, circle the letter corresponding to your response and bubble in the appropriate letter on the SCAN-TRON sheet. Be sure to use a No. 2 pencil.

1. THE GUIDANCE PROGRAM IN MY SCHOOL HELPED IN THE FOLLOWING AREAS:
(You may choose more than one answer)
 - A. Educational Planning
(High school course selection, college choice, and awareness of abilities and achievements.)
 - B. Career Planning
(Career information, jobs, interest tests.)
2. DO YOU HAVE A CAREER PLAN?
 - A. Yes
 - B. No
3. IF YOU DO HAVE A CAREER PLAN, HOW CONFIDENT ARE YOU THAT IT IS APPROPRIATE FOR YOUR INTEREST, ABILITIES, AND GOALS?
 - A. Very confident
 - B. Somewhat confident
 - C. Not very confident
 - D. Not sure
4. HAVE YOU INTERVIEWED SOMEONE OR DISCUSSED WITH SOMEONE THE POSITIVE AND NEGATIVE ASPECTS OF YOUR CAREER CHOICE?
 - A. Yes
 - B. No
 - C. Did not think of it

5. LIST THE ACTIVITIES IN WHICH YOU HAVE BEEN INVOLVED, LEADERSHIP POSITIONS YOU HAVE HELD, AND AWARDS OR HONORS YOU HAVE RECEIVED.

RATE HOW COMPETENT YOU ARE IN THE SKILLS LISTED BELOW:

	<u>VERY COMPETENT</u>	<u>SOMEWHAT COMPETENT</u>	<u>NOT VERY COMPETENT</u>	<u>NOT SURE</u>
6. Applying for job	A	B	C	D
7. Conducting a computer search colleges or careers	A	B	C	D
8. Interviewing for a job	A	B	C	D
9. Making decisions	A	B	C	D
10. Managing Time	A	B	C	D
11. Selecting appropriate courses	A	B	C	D
12. Solving problems	A	B	C	D
13. Studying	A	B	C	D
14. Taking a test	A	B	C	D
15. Developing a personal resume	A	B	C	D
16. Developing a career plan	A	B	C	D

- | | <u>VERY
COMPETENT</u> | <u>SOMEWHAT
COMPETENT</u> | <u>NOT VERY
COMPETENT</u> | <u>NOT SURE</u> |
|---|---------------------------|-------------------------------|-------------------------------|-----------------|
| | A | B | C | D |
| 17. Acquiring financial aid information for college or technical school | | | | |
| 18. RIGHT NOW MY PLAN IS: | | | | |
| (Selections may be made from item No. 18 and/or No. 19) | | | | |
| A. Full time employment | | | | |
| B. Part time employment | | | | |
| C. Apprenticeship Program | | | | |
| D. Two year college or technical school | | | | |
| E. Four year college/university | | | | |
| 19. MY FUTURE PLANS INCLUDE: | | | | |
| A. Marriage | | | | |
| B. Travel | | | | |
| C. Military | | | | |
| D. Undecided | | | | |
| 20. I HAVE DIFFICULTY PLANNING FOR THE YEAR AFTER GRADUATION BECAUSE: | | | | |
| (Selections may be made from item No. 20 and/or No. 21) | | | | |
| A. I took inappropriate courses. | | | | |
| B. I had poor test scores. | | | | |
| C. My goals were unrealistic. | | | | |
| D. I missed deadlines for tests, applications and opportunities. | | | | |
| E. My attendance and lateness was a problem. | | | | |
| 21. MY BIGGEST PROBLEM AT THIS TIME IN DECIDING ON WHAT COURSES TO TAKE IN THE FUTURE WILL BE THAT: | | | | |
| A. My grade point average is low. | | | | |
| B. Sufficient money is not available. | | | | |
| C. I am interested in a nontraditional career. | | | | |
| D. My parents and I disagree about my goals. | | | | |
| E. No difficulties. | | | | |

RATE HOW USEFUL EACH GUIDANCE SERVICE IS
BY CIRCLING ONE RESPONSE:

	<u>VERY USEFUL</u>	<u>SOMEWHAT USEFUL</u>	<u>NOT VERY USEFUL</u>	<u>I DID NOT USE</u>
22. Career Center	A	B	C	D
23. Career Speakers	A	B	C	D
24. College Day	A	B	C	D
25. College Handbook/ Catalogs	A	B	C	D
26. College Represen- tatives	A	B	C	D
27. Counselor	A	B	C	D
28. Counseling News- letter	A	B	C	D
29. Class Visits by Counselors	A	B	C	D
30. Financial Aid Information	A	B	C	D
31. Interest Inventories	A	B	C	D
32. The GIS System	A	B	C	D
33. Military Recruiters	A	B	C	D

HOW COMPETENT ARE YOU IN FACING THE FOLLOWING SITUATIONS?

	<u>VERY COMPETENT</u>	<u>SOMEWHAT COMPETENT</u>	<u>NOT VERY COMPETENT</u>	<u>NOT SURE</u>
34. Attending College for the first time	A	B	C	D
35. Making new friends at college	A	B	C	D
36. Getting along with a college roommate	A	B	C	D

	<u>VERY COMPETENT</u>	<u>SOMEWHAT COMPETENT</u>	<u>NOT VERY COMPETENT</u>	<u>NOT SURE</u>
37. Coping with new independence	A	B	C	D
38. Managing your budget	A	B	C	D
39. Joining clubs or college organizations	A	B	C	D
40. Making and keeping a study schedule at college	A	B	C	D
41. Preparing for college mid-terms and final exams	A	B	C	D
42. Taking a full-time or part-time job	A	B	C	D
43. Competing for a job	A	B	C	D
44. Getting along with authority figures	A	B	C	D
45. Cooperating with other workers	A	B	C	D

HOW CONFIDENT ARE YOU IN FACING THE FOLLOWING SITUATIONS?

46. Following workplace rules and regulations	A	B	C	D
47. Getting along with workers who are different from you	A	B	C	D

48. SEX
A. Male
B. Female

49. HOW LONG HAVE YOU ATTENDED SCHOOL IN _____?
A. 12th grade only
B. 11th and 12th grades
C. 10th, 11th, and 12th grades
D. 9th, 10th, 11th, and 12th grades

50. WHAT KINDS OF COURSES DID YOU TAKE IN HIGH SCHOOL?

- A. General
- B. Vocational-Technological
- C. Special Education
- D. Academic (College Prep)
- E. Honors and AP

COUNSELING ACTIVITIES EVALUATION

We would greatly appreciate it if you would take a few minutes to complete the form below and return it by June 1, 1990. Your student may leave it at the desk in the Counseling Office or you can mail it back to us at _____.

The results of the survey will be used to revise and strengthen guidance services at _____ High School. Thank you for helping us better serve your students. We value the feedback you give us and will give it serious consideration in planning for the future.

Please rate the importance of the following guidance activities by using the scale below.

Place the letter of your rating on the line preceding the activity.

A-Very Helpful
B-Somewhat Helpful
C-Not Very Helpful
D-Unfamiliar with activity

- ___ 1. Counseling Department Newsletter
- ___ 2. Senior Newsletter
- ___ 3. Financial Aid Night
- ___ 4. College Day for Seniors
- ___ 5. Helping Students develop four-year plan
- ___ 6. Career projects/information in classes
- ___ 7. Information from Career Center
(Interest inventories, GIS printouts, College Info.)
- ___ 8. Assistance in selecting high school courses
- ___ 9. Study skills and test taking assistance
- ___ 10. Identifying students learning styles
- ___ 11. Information about colleges
- ___ 12. Recommendations written by counselors for applications
- ___ 13. Credit checks and assistance with registration
- ___ 14. Job board listings/employability skills workshops
- ___ 15. Conferences with Counselor/teachers

Please check Yes or No in response to the following questions:

- | <u>YES</u> | <u>NO</u> | |
|------------|-----------|--|
| _____ | _____ | 1. I know which member of the staff is my student's counselor. |
| _____ | _____ | 2. Counseling services have been helpful to my student this year. |
| _____ | _____ | 3. I would like to know more about the services provided by the counseling department. |
| _____ | _____ | 4. My student has been helped with career planning and selection. |

Please write any other suggestions/comments on the back:

COMPETENCY BASED GUIDANCE PROGRAM

Element 9: Results Plans

RESULTS PLANS

For every competency listed in the Results Agreement, there must be a plan on how you intend to achieve the desired results. A counselor's plan is not too dissimilar to a teacher's lesson plan, incorporating the same elements which are found in an educational objective; i.e., competency to be addressed, the content included within that competency at the specific grade level, where it will be delivered (classroom, office, career center), the processes/activities/strategies to be used to present the competency, when it will be done, who is responsible for the results, what materials will be used, how will it be evaluated and what is the criteria for success.

A planning form with all of the above elements delineated, is included for your use as a GUIDE in completing your plan.

PLANNING SHEET

1/23/85

GOAL: Educational Domain _____ Career/Occupational Domain _____ Personal/Social Domain _____ Leisure Domain _____

Name _____ School _____ Principal's Signature _____

COMPETENCY/PRODUCTS/ SUB OBJECTIVES	CRITERIA	SUBJECT AREA	ACTIVITIES/STRATEGIES/ PROCESSES	TIME	TALENT	MATERIALS/INPUTS REQUIRED	EVALUATION(STRATEGIES AND CRITERIA)
85							

COMPETENCY BASED GUIDANCE PROGRAM

Element 10: Student Monitoring

MONITORING STUDENT PROGRESS

1. Guidance Program Monitoring Form
2. Means Used by School to Monitor Student's Educational Progress
3. Parent Reference Files
4. Student Education and Career Planning Folder

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS GUIDANCE PROGRAM MONITORING FORM

A B C D E

TYPE OF CONFERENCE		Individual Conference	Group Activity
STUDENT		☐	☐
TEACHER		☐	☐
PARENT		☐	☐
ADMINISTRATOR		☐	☐
PPW and/or PSYCHOLOGIST		☐	☐
OTHER PROFESSIONAL		☐	☐

IF IN GROUP	IF STUDENT, WHAT GRADE
2 thru 15 ☐	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐
16 thru 30 ☐	5 ☐ 6 ☐ 7 ☐ 8 ☐
31 or over ☐	9 ☐ 10 ☐ 11 ☐ 12 ☐

SOURCE OF REFERRAL	
SELF	☐
PARENT	☐
TEACHER	☐
ADMINISTRATOR	☐
STUDENT	☐
OTHER	☐

 FOR INFORMATION,
 CALL OR WRITE:

 Dr. C. D. Johnson
 Coordinator of Guidance
 Anne Arundel Co. Public Schools
 2644 Riva Road
 Annapolis, MD 21401
 301-224-5280/5282

PRIMARY AND SECONDARY REASONS FOR CONFERENCE		
Educational Domains	Primary	Secondary
1.1 Study and test-taking skills	☐	☐
1.2 Utilizing resources, exercising rights and responsibilities, following rules and regulations	☐	☐
1.3 Problem-solving and planning	☐	☐

Career/Occupational Domains	Primary	Secondary
2.1 Knowledge of self-characteristics	☐	☐
2.2 Knowledge of world-of-work	☐	☐
2.3 Career decision-making and planning	☐	☐
2.4 Finding and keeping employment	☐	☐

Personal/Social Domains	Primary	Secondary
3.1 Effective interpersonal communication	☐	☐
3.2 Utilizing own and others' contributions	☐	☐

Administrative Tasks	Primary	Secondary
Guidance Department Management Tasks	☐	☐
Meetings	☐	☐

PLANS MADE AND/OR ACTION TAKEN	
Class schedule change	☐
Conference with involved parties	☐
Conference with parent	☐
Conference with student	☐
Conference with teacher	☐
Daily progress check	☐
Phone call to parent	☐
Referral to Pupil Services	☐
Transferred to another school	☐
Transferred to a special school	☐
Scheduled another conference	☐
Referred to Career Resource Center	☐
Other	☐
None	☐

LOCATION OF CONFERENCE/ACTIVITY	
Counselor's Office	☐
Career Resource Center	☐
Office Area	☐
Classroom	☐
Telephone	☐
Other	☐

TIME OF CONFERENCE	
During School	☐
After School	☐
Before School	☐
Evening	☐
Summer	☐

LENGTH OF CONFERENCE	
15 min. ☐	60 min. ☐
30 min. ☐	75 min. ☐
45 min. ☐	90+ min. ☐

Counselor's Number	School Number
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

OFFICE USE ONLY	
A	0 1 2 3 4 5 6 7 8 9
B	0 1 2 3 4 5 6 7 8 9
C	0 1 2 3 4 5 6 7 8 9
D	0 1 2 3 4 5 6 7 8 9
E	0 1 2 3 4 5 6 7 8 9
F	0 1 2 3 4 5 6 7 8 9
G	0 1 2 3 4 5 6 7 8 9

MEANS USED TO MONITOR STUDENTS' PROGRESS IN ACQUIRING AND DEMONSTRATING GUIDANCE COMPETENCIES.

Many strategies are being used to monitor students' progress in school and school-related activities. These are explained below followed by a chart indicating at what grade(s) each occurs.

- * **ECPF** Educational and Career Planning Folder. Each student, beginning in middle, junior, and senior high school, will be given her/his own Educational and Career Planning Folder and will place it on file in the Career Resource Center or in the guidance office. The folder belongs to the student and has spaces identified to enter specific information. The folder is constructed so that the student competencies are identified and have a space for a teacher, counselor, or parent to sign as evidence that the student has demonstrated the knowledge, skill, and/or attitude. In turn, there is a space for the parent(s) to initial indicating that they have reviewed their child's progress to date.
- * **PC** Parent Conference. Parent conferences are planned events in which parents, student, and counselor/advisor review the student's progress to date, her/his educational plans including the projected schedule for the next school year, and the student's career plans. Emphasis is placed on strengths and, if needed, on suggested strategies to increase learning.
- CR** Credit Review. A review of each student's educational progress is conducted annually by school counselors. Deficiencies are reported to parents and to students.
- IR** Interim Reports. A mid-term evaluation of each student's educational progress is completed and provided to parents.
- RC** Report Cards. Report cards are mailed to parents four times a year. In addition, all are reviewed by counselors to assure accuracy and to note deficiencies that need attention.
- CRC** Career Resource Center. The Career Resource Center is a location that houses educational and occupational information; houses resources where students can assess their interests and aptitudes; and houses materials to help students with special needs, e.g., study skills, test-taking skills, self-management competencies, etc. There is a set of LAPS (Learning Activity Packets) available at each CRC to assist students to acquire and demonstrate competencies specific to grade levels.

- EP Educational Planning. Each year, at a time unique to each school, students plan for the courses they want to take the following year. The process of planning causes a review of the four-year educational plan, of past academic records, and of what is available that matches the student's interests and /or career plans.
- DT District Testing. District-mandated testing results are interpreted to students and to parents.
- * SSA Student Self-Assessment. There are self-administered and self-scored instruments available in the Career Resource Center for students who would like to assess or reassess their interests, aptitudes, and/or learning style. The student can be self-referred or can be referred by teachers, parents, and counselors.
- IC Individual Conferences. Students-initiated conferences can occur when counselors/advisors have free time. During the conferences, student records are reviewed and plans are made or confirmed.
- KP Keep Folder. The students will keep their Educational and Career Planning Folders when they graduate, transfer to another school, or drop out of school. One of the purposes for the folder is to provide the student with a document that can be used to record the essentials for job applications and resumé writing.
- M Monitoring. Monitoring is the process of checking on students' progress to assure that each is acquiring and demonstrating the desired guidance competencies. The monitoring processes are many and are usually done by the students, the parents, the teachers, and the counselors.

STUDENT CHECKLIST FOR EDUCATIONAL PLANNING

STUDENT NAME _____ DATE _____

This sheet is intended to help you do the necessary and desirable things that will make your school experiences more enjoyable and successful. It lists things that are either necessary or very desirable for you to do.

The check-off list can serve you as both a reminder and a record.

7th GRADE:

- ☐ Complete All About You unit.
- ☐ Find your counselor and get acquainted.
- ☐ Find the Career Resources Center and get to know the kinds of information and help you can receive there.
- ☐ Make sure you have your very own Educational Planning Folder that is kept in the Career Resource Center
- ☐ Keep a record of your Activities, Awards and Work experiences on the card provided in your Educational Planning Folder.
- ☐ Check on requirements for 8th grade graduation.
- ☐ Complete 8th grade registration.
- ☐ (other) _____

8th GRADE:

- ☐ Continue the record of your Activities, Awards and Work experience card.
- ☐ Complete Decision unit, Four-Year Plan, and Planning sheet.
- ☐ Review standardized (interest or achievement) test results.
- ☐ Complete requirements for 8th grade graduation:
 - ☐ Reading proficiency test
 - ☐ Written communication proficiency test
 - ☐ Math proficiency test
 - ☐ Social Studies proficiency tests
- ☐ Complete 9th grade registration.
- ☐ (other) _____

9th GRADE:

- ☐ Review your Educational Planning Folder.
- ☐ Continue to record your Activities, Awards and Work Experience card.
- ☐ Examine your results of interest inventory.
- ☐ Up-date the Four-Year Planning sheet.
- ☐ Review planned 10th grade registration with your parents.
- ☐ Complete 10th grade registration.
- ☐ Orientation to high school you will attend.
- ☐ (other) _____

COMPETENCY BASED GUIDANCE PROGRAM

Element 11. Advisory Council

GUIDANCE ADVISORY COUNCIL

INTRODUCTION

- Background:** The right of each citizen to an education in the United States has long been established. Community control over the educational process has been maintained through the perpetuation of the elected School Board concept. Elected or appointed School Board members have achieved this honor because their values are concurrent with and represent those of the citizens who voted or appointed them to hold the office. The values of community members are therefore articulated through the educational curriculum to the community youth. Schools then represent what the local adult community members value for their youth.
- Subpopulations needs differ:** Large school systems representing large populations have more complications than small districts in that the School Board members represent and make decisions for a vast number of citizens. School systems with thirty plus schools probably have more problems in attempting to represent communal values than do school systems that have ten to fifteen schools. Large communities have subpopulations that have specific needs. Therefore, where a system has two or more secondary schools, the needs of each school population might be different.
- Parent Advisory Groups:** Professional educators are paid helpers who are charged with developing educational goals, curriculum, and processes that perpetuate the values of local citizens. Therefore, at the county or district level and at the school building level, parent advisory groups have been established to contribute and advise the administrators and School Board members on matters of what they feel should be the goals; subsequently, what curriculum content should be offered to their students. Specifically, at the school building level, parent/community advisory groups can be an asset to the educator by contributing concerns, prioritizing educational goals, and by recommending various actions.
- Definition:** A community or Parent Advisory Group is an appointed group of citizens who are charged with two (2) objectives: (1) auditing educational goals and (2) recommending priorities. The purpose of this paper is to provide guidance personnel with suggestions on the utilization of parent advisory groups in the format of GUIDANCE ADVISORY COUNCILS. The content will provide knowledge on formation of Guidance Advisory Councils at the district level and at the local school level. Member selection guidelines will be addressed and a suggested meeting schedule with possible meeting agendas is included. Some auxiliary functions will be described and evaluation strategies presented. The materials presented are to be used by the reader as guidelines in considering community involvement and thus community support for her/his guidance program.

A BEGINNING

Current Trends:	Now, more than ever before during the changing role of guidance personnel, counselors need the support and input of the school community. As pupil services workers, we have moved from academic advisement through the humanistic individual and group counseling era to our present status of being confronted with potential extinction due to shortages of funds, sometimes lack of support, and a lack of evidence of our contributions. Professional journals suggest that our present mode of behavior of dealing with one student at a time or on a crisis or reactive basis needs to be reexamined. Some professional educators are saying that guidance workers need to re-think student case-load concepts and should explore teacher case-load possibilities. Further, it is apparent that guidance programs must be founded in clearly-stated and visible goals and related competencies with processes designed to assist <u>each student</u> .
Reasons for Forming a GAC:	Guidance programs reflect students' needs and community values. Further, the guidance program's goals and student competencies are usually designed by guidance personnel and are founded in collected needs data including professional expertise. However, <u>students and community members must be delegated the responsibility of validating the goals and student competencies</u> . One of the most efficient means to accomplish this is to form and use a Guidance Advisory Council. It then becomes the responsibility of the guidance department to allocate energy and resources to establish a GAC. The GAC chairperson should be a person who has skills in planning and conducting meetings; a person who has demonstrated group guidance skills; and a person who consistently demonstrates positive attitudes toward others. A counselor should serve on the committee as a facilitator. The amount of time the facilitator can expect to allocate to this responsibility will depend upon the number of contributions the GAC members will want to make.
Who should form:	
Skills of Chairperson:	
Auxiliary Functions:	The quantity and quality of the contributions will depend upon the members of the GAC at the local school level and their interests and commitment to the program. GAC members have sometimes volunteered to help in the registration/program changing activities, some have volunteered to acquire needed guest speakers, while others have volunteered to assemble scholarship booklets. Some GAC members have become peer-counselors. Other functions have been coffee-clatches and presentations to local community groups and to school boards. The topic of GAC activities will be addressed later in this paper.
	An attempt to delineate the steps in forming and utilizing a Guidance Advisory Council (Figure 1) is presented. Counselors who are thinking about or who will be using a GAC will want to complete their own planning format.

**SUGGESTED STEPS FOR
IMPLEMENTING A GUIDANCE
ADVISORY COUNCIL**

- 1 A competency-based guidance program is being implemented with the philosophy, goals, competencies, management system, results agreements, and results plans completed and audited by the principal and coordinator/supervisor of guidance.
- 2 The guidance department decides to form a Guidance Advisory Council. One counselor volunteers (or is selected) to facilitate the GAC.
3. The counselor develops a plan which includes the purpose (audit and recommendations) suggested membership, and tentative meeting dates with proposed agendas. (The GAC can be a separate school committee or can be a subcommittee of the CAC, PTA, or PTSA.)
4. The plan is reviewed by the other counselors and is modified where appropriate.
5. The counselor meets with the principal, presents and discusses the plan to form the GAC. If the principal approves, s/he will offer suggestions for the purpose, the membership, and/or the meeting agendas. If the principal does not approve, the action is noted on the plans and the plans are filed.
6. If the principal approves the formation of a GAC, the counselor should consider personally telephoning each prospective member soliciting her/his participation. The telephone contact should be followed immediately by a letter signed by the counselor and/or principal thanking her/him for participating or, if the decision was made not to participate, thanking her/him for considering the membership and for continuing to support the guidance program.

ADVISORY COUNCIL

Role: To assist in developing school competency based guidance program model and to assist in continuous evaluation, revision and improvement of program. The council can provide advocacy, provide assistance with curriculum development, provide assistance with employment functions, and assists in evaluation of program.

Advisory Council activity is limited to suggestions, recommendations, and assistance.

Procedures for Establishing the Advisory Council:

Selection of Members:

The membership should be representative of the total school service area. Members may be selected to represent:

Geographical sections of the school service area

Guidance personnel

Administrator

Former student/students

Parents

Local Employers representing business and industry predominant in the area

Teachers

College representatives

Various age levels

Both sexes, handicapped individuals, and racial and ethnic minorities found in the area served by the program.

Other?

Qualifications of Advisory Members:

Interest: Choose motivated persons who express sincere interest in the program. To be effective, members must be willing to devote the time and attention required to do a good job.

Availability: Choose members who will be available during your regular scheduled meeting time and for special projects.

Character: Choose members who have earned the confidence of their peers. Members should be able to express their own ideas and must work well with others.

Skill/Experience: Choose members who are familiar with the needs of your school and community.

Selection Process:

Members may be appointed or elected, depending on the policy of the institution. Nominations may be made by Guidance personnel, administrators, and parent and student groups.

Invitations to serve should be in writing. Letters of appointment can be sent after acceptance.

Selection and Duties of Officers:

The success of the advisory group will depend on the leadership ability of the officers. It is preferable to hold elections at the last meeting of the year in order to

- a. Allow members to draw upon their recollections of nominees performance during the year. This will help ensure that officers are selected from experienced membership.
- b. Allow new officers to plan for the next year during the summer.

Size of the Council:

The size of the council is a very important consideration. It will vary by size of the community, the diversity of businesses and industries in the community, and the purpose of the council.

The council should be large enough to reflect diversity of the school and community, yet small enough to be managed effectively. Twelve to fifteen has proved to be a desirable number of members although some effective councils are smaller.

Term of Service:

Staggered terms of service for advisory council members ensure both council continuity and ability to accommodate change. At a given time, the majority of members will have served at least one year on the council, thus ensuring continuity. Change is accommodated as new members with new ideas are added.

A rotational three-year term of service most easily allows for continuity and change. The original members can draw lots to establish their terms for the first rotation. A one year absence between terms is usually a good policy to establish.

Conducting Meetings:

Advanced preparation is essential for a successful advisory group. Successful councils also meet regularly. Meeting dates should be established by the group as they plan their annual work plan.

Advances preparation needed includes:

Review minutes of last several meetings and annual work plan as agenda is prepared for the meeting.

Establish and publicize time, date and location of meeting.

Arrange for meeting room and equipment.

Notify council members and school officials in writing of meeting date and agenda.

Arrange for refreshments, special presentations, etc.

Confirm all arrangements several days before meeting.

Call council members and staff to remind them of meeting.

Secure and prepare necessary background materials for issues to be addressed.

Plan of Work:

The work of the advisory council must be structured. One way to structure the work is by providing a list of activities for the council to consider during the year. A formal plan of work for the year should then be developed and the activities selected should be incorporated into agendas.

The 12 elements shown on the wheel can be a start for a list for consideration:

Assess guidance program purpose

Assess guidance program philosophy

Study (assess?) conceptual model

Assess guidance program goals

Assess competencies

Assess management systems

Assess counselor agreements

Assist in compiling needs data (or assess and make recommendations based on needs data)

Assess individual counselor and school plans

Assess student monitoring procedures

Assess master calendar of events

(Assessment will obviously follow program implementation. Advisory council can also be instrumental in developing each of the 12 elements of the model.)

COMPETENCY BASED GUIDANCE PROGRAM

Element 12: Master Calendar

MASTER CALENDAR

The GUIDANCE TEAM should be made up of building counselors and district representatives, depending on the number of counselors and size of the district. The GUIDANCE TEAM should be convened in the spring of each year. No matter what the size of the counseling department, the act of coordinating activities and competencies cannot be emphasized enough. A yearly calendar should be developed to plan what competencies should be presented each month and for each grade level. This calendar can be developed with the Guidance Committee that is made up of community members, district teaching and administrative staff, student representatives, and counseling staff. This committee will have input into the calendar for the following year with recommendations for changes made for each year. It will be up to the Guidance Team of the district to actually finalize the calendar after input is received. The GUIDANCE TEAM Activities should be inserted into the school district calendar where possible. As William James pointed out, once you have made a public commitment, it is easier to follow through! It also serves to let everyone know that you are involved in the education process. This calendar should be an outgrowth of the "Individual Counselor Plans" developed by the Guidance Team and the building supervisor. This, in turn, is an outgrowth of the competencies outlined in the handbook.

The Master Calendar should be broken down by grade, month, and name of activity. Follow-up reminders or publicity releases should be sent regularly. For example, American School Counselors Association has a publicity packet you may purchase. The GUIDANCE TEAM could also use school and community newspapers, a Guidance Team Newsletter, a Guidance Advisory Community Newsletter, a building weekly and/or daily bulletins; or they could use district staff meetings to keep faculty and community informed of the competencies to be mastered. There are many ways to build a calendar. See attached calendars to get some ideas!

HIGH SCHOOL CALENDAR (SAMPLE)

September

1. Distribute ACT/SAT handout to seniors.
2. Arizona Scholars Program.
3. Write IVEPs and hold conferences.
4. Newsletter article re: IVEPs, ACT/SAT Exams Schedule.
5. PSAT: Advertise, discuss with students, put up posters, newsletter article.
6. Advertise/promote College Visitation Day.
7. Progress Reports.
8. Review/revise Department Goals/Objectives.
9. Revise Department Evaluation Form.
10. Revise and print financial aid handout.
11. Credit check for juniors and seniors with partial schedules.
12. Advertise GIS scholarship deadlines and information.
13. ASVAB for 10th graders—mandatory.
14. Interpretation of ASVAB scores.
15. Confirm peer counselor training for first semester.

Goal: 1.0 The Guidance and Counseling Program will provide opportunities for students to experience success in coursework.

<u>OBJECTIVES/COMPETENCIES</u>	<u>ACTIVITY AREAS</u>
1.1 Students will understand guidelines for academic and vocational placement.	JHS/HS Academic and vocational counseling Parent/teacher conferences Record review Review of student handbook Academic forms Student scheduling Staff consultation HS Four-year plan Advisor program Guidance activities
1.2 Students with special needs will be identified and provided with proper services	EL/JHS/HS Referrals Psychological evaluations Staffing and placement Student monitoring Record Review Screening Parent conferences Individual counseling Group counseling HS IVEP conference and form IVEP analysis MESA Project SER JTPA work program GIS Micro Skills Career Directions Alternative Ed
1.3 Students will develop responsible classroom behavior.	EL/JHS/HS Classroom guidance Individual counseling Small group counseling In-service training Staff consultation Parent consultation Peer tutors HS Advisor program



APPENDICES

APPENDIX A

SAMPLE 1

GUIDANCE GOALS AND COMPETENCIES IN THREE DOMAINS

Educational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in developing an educational program that fulfills their individual learning style, goals, and objectives and provides skills in dealing constructively with and contributing to society.

Each student will acquire and demonstrate competencies in the following:

- Studying and test taking
 - Utilizing resources, exercising rights and responsibilities, and following rules and regulations
 - Problem solving and planning educational programs
-

Studying and Test Taking

Knowledge	Attitudes	Skills
12¹ • Show ability to prioritize demands/tasks • Identify memorizing techniques • Discuss how to prepare for different types of tests • Interpret the meanings of cue words used in tests • Identify how to organize material being tested • Acquire knowledge of how to use test results to diagnose weaknesses in studying techniques • Describe time management techniques in test taking • Identify strongest and weakest academic aptitudes • Explain how to reduce stress in self	• Seek opportunities to broaden and enhance personal knowledge and skills • Use time efficiently to complete assigned work • Use stress reduction techniques • Acknowledge academic aptitudes	• Demonstrate effective study skills • Demonstrate critical listening skills • Manage time in test taking • Demonstrate effective stress reduction techniques • Select school courses that match academic strengths and weaknesses

1. Numbers in this column indicate that competencies are to be demonstrated by the end of this grade level. The appearance of two numbers indicates application to either junior high or middle school. For example, when numbers 9 and 8 appear, competencies are to be demonstrated by the end of grade 9 in junior high school and grade 8 in middle school. When 5 and 6 appear, competencies are to be demonstrated by the end of grade 5 in K through 5 schools and grade 6 in K through 6 schools.

Studying and Test Taking (cont.)

	Knowledge	Attitudes	Skills
9			
8	- Practice time management principles - Describe effective techniques for studying - Identify memorizing techniques - Discuss how to prepare for different types of tests - Interpret the meanings of cue words used in tests - Identify how to organize material being tested - Describe own learning style - Identify own academic strengths	- Accept responsibility for homework - Practice time management in test taking	- Plan and organize for long-term projects - Demonstrate critical listening skills
6			
5	- Explain appropriate environment for homework - Discuss organization of one's time and energy to get things done - Interpret meanings of cue words used in tests	- Complete required work - Work to strengthen academic weaknesses - Use time management skills	- Demonstrate ability to organize time for homework - Demonstrate listening skills - Model memorizing techniques
2	Identify meanings of cue words used in tests		- Organize personal property for the purpose of learning - Demonstrate following directions

Resources, Rights, and Regulations

	Knowledge	Attitudes	Skills
12	- Describe all characteristics of one's school environment - Identify own rights and responsibilities - Describe school environment in terms of rooms and location of personnel - Identify school rules and regulations - List graduation requirements - Know available electives	- Recognize the importance of going above and beyond minimal requirements in certain situations - Accept tentative solutions/decisions to problems - Follow school rules and regulations - Assume responsibility for own behavior - Engage in one or more school-related extra-curricular activities	- Enroll in a course of study to further educational goals - Maintain appropriate classroom and school behavior - Use appropriate resources and opportunities to reach educational goals

Resources, Rights, and Regulations (cont.)

	Knowledge	Attitudes	Skills
	• Describe course prerequisites • Describe available extracurricular activities • Identify available courses at the vocational-technical center • List university, 4-year college, and community college entrance requirements • Describe educational opportunities available in the local community		
9			
8	• Know courses available at the vocational-technical center • Know graduation requirements • Know available elective courses • Know course prerequisites • Know available extracurricular activities	• Explore alternatives willingly • Follow school rules and regulations	• Engage in appropriate classroom and school behavior
6			
5	• Identify the role and location of selected school personnel	• Consider viewpoints of others willingly • Use the Media Center resources	• Maintain appropriate classroom and school-related behavior
2	• Identify the location of the school's resources, e.g., principal, Media Center, etc. • Recognize the roles of various school personnel • Know the school and classroom rules and regulations	• Engage in appropriate classroom behavior	• Maintain appropriate classroom and school-related behavior

Problem Solving and Planning

	Knowledge	Attitudes	Skills
12	• Prioritize educational needs • Describe the systematic problem-solving elements • List the parts of a systematic planning process • Demonstrate an awareness of decisions made by students using group and individual activities • Describe the brainstorming process • Recognize the relationship of personal goals and expectations to short- and long-term consequences of actions	• Search for alternative solutions to problems • Plan effectively • Accept consequences of decisions	• Solve problems systematically • Demonstrate use of brainstorming techniques in problem solving • Use planning techniques in reaching educational goals • Use planning skills to select and implement an educational program with emphasis and electives that are consistent with measured abilities, interests, and short- and long-range educational goals • Evaluate current educational program to determine success in meeting personal needs and goals
9			
8	• List the elements of systematic problem solving • Demonstrate awareness of specific decisions and the consequences of each of the decisions made by groups and individuals	• Search for alternative solutions to problems • Use planning skills in completing expected work	• Solve problems systematically • Demonstrate brainstorming techniques • Use planning techniques in completing educational goals
6			
5	• Name problem-solving elements of needs, solution requirements, alternative solutions, task analysis, and evaluation	• Engage in systematic problem solving • Participate in classroom problem-solving and planning process	• Demonstrate brainstorming techniques in problem solving • Assess consequences of each alternative solution to a problem
2	• Describe problem-solving processes	• Participate in classroom problem-solving and planning processes	

Career/Occupational Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in planning and preparing for a career that relates to their career/occupational goals and objectives and to their assessed aptitudes, attitudes, and interests.

Each student will acquire and demonstrate competencies in the following:

- Knowledge of personal characteristics
 - Knowledge of the world of work
 - Career decision making and planning
 - Finding and keeping employment
-

Knowledge of Personal Characteristics

Knowledge	Attitudes	Skills
12 • Describe career/occupational interests, aptitudes, work values, and talents	• Acknowledge contributions of self and others	• Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities² • Select and enroll in required and elected courses that match assessed career-related interests, aptitudes, and talents • Evaluate attitudes and behaviors and their effect on functioning in work situations
9 8 • Identify personal career/occupational interests, aptitudes, and talents	• Select elective courses that relate to assessed career/occupational interests, aptitudes, and talents	Demonstrate assessment and consideration of interests, aptitudes, and talents
• Identify positive attitudes toward work	• Demonstrate an understanding and appreciation of own skills, interests, and attitudes	• Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals using personal characteristics and career information ²
• Recognize that schooling is necessary for future careers		
• Identify sources for information about self		

2. Guidelines will be developed prior to implementation.

Knowledge of Personal Characteristics (cont.)

Knowledge	Attitudes	Skills
• Recognize that each individual is a consumer, producer, and citizen and, as such, has certain rights and responsibilities • Identify personal work strengths and competencies		• Analyze abilities and interests in terms of desired occupational areas
8 5 • Compare personal characteristics with those of others	• Complete work on time, neatly, and in its entirety • Work cooperatively with team members to complete tasks • Use competencies in completing tasks • Demonstrate appreciation for contributions of self and others	• Relate interests and abilities to specific occupational roles
3 2 • Describe work-related personal characteristics • Identify attitudes and behaviors that help in performing a task • Identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal	• Demonstrate acceptance of others' interests and abilities	
K • Identify basic economic needs and wants and discuss how these are provided • Identify and discuss reasons why some work activities are personally satisfying		

Knowledge of the World of Work

	Knowledge	Attitudes	Skills
12	• Demonstrate knowledge of the nature, structure,² and requirements of work • Describe the basic requirements for employment in specific jobs (e.g., special tools, clothing)² • Identify and describe various ways of entering the world of work (e.g., vocational training, apprenticeship, cooperative education)² • Identify the skills, knowledge, and training required for major occupational categories • Identify criteria for selecting programs, schools, and courses designed to prepare an individual for a job • Identify educational opportunities available in selected careers • Identify occupations that relate to personal interests, aptitudes, and values		• Utilize school and community resources to obtain career information
9			
8	• Demonstrate a knowledge of the world of work through occupational categories or career clusters and the associated jobs and requirements • Describe three career clusters • List five jobs in each of the three clusters • List the knowledge, training, and skill requirements in each of the five jobs in the three clusters² • Identify school subjects that help develop skills, knowledge, and training needed in specific jobs²		• Use occupational information-seeking skills to match occupational/career requirements with worker traits • Classify workers into occupational areas and characterize them as producing goods or services • Analyze various work activities in terms of the processes, skills, and concepts derived from basic education necessary to their accomplishment

Knowledge of the World of Work (cont.)

	Knowledge	Attitudes	Skills
	• Identify job characteristics that may affect career choice (schedule, benefits, conditions) • Recognize that several types of individuals may perform in the same job or occupation • Recognize that a range exists of the abilities, interests, and personality traits required for a given job or occupation		
6			
5	• Demonstrate knowledge of broad categories of work and workers (e.g., health workers, food producers, community workers, salespersons) • List the advantages that people derive from their work • Identify 10 career clusters and list three different jobs in each • Develop an awareness of behavior that is appropriate for a particular work situation		• Classify workers into occupational areas and characterize them as producing goods or services
2	• Describe the work done by various kinds of people in the community (e.g., mail carrier, sanitation worker, nurse) • Identify the different kinds of work people do in the home, school, and community • Identify the skills, tools, and materials needed to perform a job		

Decision Making and Planning

Knowledge	Attitudes	Skills
12 • Examine plans and choices to be made to use available resources effectively, both as consumers and as producers • Identify employers and job opportunities in the local and surrounding communities • Match local occupational opportunities with personal interests and abilities • Identify job characteristics that may affect career choice (e.g., benefits, working conditions), including nontraditional occupations • Identify occupations that relate to personal interests, aptitudes, and values² • Demonstrate the ability to evaluate programs designed to prepare an individual for a particular job (e.g., private trade school, apprenticeship) • Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities² • Identify alternative personal career goals² • Identify alternative ways for reaching career goals (immediate and long-range)² • Demonstrate skills in using school and community resources to obtain career information • Develop long-range career goals (3-5 years) as part of the career plan	• Participate in a realistic work situation as part of the school program or as a worker in the community	• Select educational and training programs in terms of needs, interests, abilities, and values that will assist in converting vocational preference into reality • Demonstrate the ability to identify and relate personal qualities to employment • Demonstrate career planning and development skills • Demonstrate the ability to perform and to learn satisfactorily in a work setting • Project a career plan that will reflect abilities and interests

Decision Making and Planning (cont.)

	Knowledge	Attitudes	Skills
9			
8	• Identify the major elements of a career plan • Recognize that one's goals and the methods of attaining those goals may change • Recognize that career decisions begin early and continue throughout one's lifetime • Recognize the importance of alternatives in any plan • List sequentially the steps and procedures involved in making education and career decisions² • List four kinds of information needed to make career decisions • List four kinds of information needed to make career decisions • Identify three community or school sources of career information²	• Explore a wide range of careers as they reflect interest and abilities • Use planning and decision making competencies in reaching personal goals	• Make tentative occupational choices in terms of interests, capacities, and values • Demonstrate decision-making skills • Develop an individual career plan or profile that includes high school program selections, tentative career goals, and alternative ways to reach those goals²
6			
5	• Describe elements of decision-making • Describe elements of planning • Identify kinds of information needed in career decision making	• Use information-seeking skills in making decisions • Finish steps/tasks of plan on time	• Use planning skills in goal attainment activities • Locate and use information needed in career decision making
2	• Describe elements in making a decision	• Use decision-making elements in classroom activities	• Plan classroom-related projects

Finding and Keeping Employment

	Knowledge	Attitudes	Skills
12	- Identify qualities and skills that employers commonly seek in job applicants² - Identify educational opportunities available in selected careers² - Describe the importance of time in a work setting² - Describe the necessity for correct appearance, punctuality, and task completion - List the major elements in locating work - Describe the competencies needed to apply for work - Describe the competencies needed to keep a job	- Be punctual with work assignments - Use Career Resource Center materials in job finding and job keeping - Cooperate with others in completing tasks - Dress appropriately - Follow rules and directions	- Demonstrate accurate resume completion - Demonstrate competence in correctly completing a work application - Demonstrate skills, attitudes, and behaviors important for a job interview² - Demonstrate the ability to apply basic skills in a work setting - Demonstrate basic entry-level skills related to finding and keeping employment - Demonstrate responsible behavior appropriate for a particular work setting²
9			
8	- Identify qualities and skills that employers often seek in job applicants - Identify potential work opportunities in neighborhood	- Demonstrate willingness to accept responsibility for one's actions - Follow rules and directions	- Analyze an occupation for desired worker traits - Identify and practice attitudes and behaviors that generally apply to any work situation - Demonstrate ability to plan work, carry out the plan, and evaluate the effectiveness of the plan - Demonstrate interpersonal and human relations skills necessary for successful employment
6			
5	Describe worker traits	- Follow rules and directions - Complete work - Work as a team member	Follow rules and directions
2	Name good worker traits	- Demonstrate personal pride in work accomplished - Demonstrate punctuality and good attendance	- Demonstrate basic work habits and skills (i.e., interpersonal relationship skills, punctuality) - Demonstrate ability to respond positively to direction and instruction

Finding and Keeping Employment (cont.)

Knowledge

Attitudes

Skills

- Demonstrate ability to relate to peers and teachers
- Follow classroom rules

Personal Social Domain

GOAL: All students in Anne Arundel County Public Schools will acquire and demonstrate competencies in effective interpersonal communication and in recognition of the contributions by self and others.

Each student will acquire and demonstrate competencies in the following:

- Effective interpersonal communication
 - Recognizing own and others' contributions
-

Effective Interpersonal Communication

Knowledge

Attitudes

Skills

- | | | |
|--|---|--|
| <p>12 • Recognize patterns of nonverbal behaviors</p> <ul style="list-style-type: none">• Identify own communication style• Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living• Identify persons and organizations from whom one can get assistance with personal concerns | <ul style="list-style-type: none">• Appreciate unique differences of self and others• Respect each individual's worth and dignity• Recognize feelings of others | <ul style="list-style-type: none">• Use alternative behaviors in dealing with own needs and feelings• Use skills needed to manage interpersonal relationships• Demonstrate skills for resolving interpersonal conflict• Use styles of interaction that contribute to individual and group goals• Use communication style in contributing to others |
| <p>9 • Identify personal and interpersonal communication style</p> <ul style="list-style-type: none">• Recognize the patterns of one's beliefs and the behavior patterns associated with them²• Recognize the effect of one's behavior on others | <ul style="list-style-type: none">• Contribute to one or more school-related groups• Recognize feelings of others | <ul style="list-style-type: none">• Demonstrate appropriate communication skills in interpersonal relationships• Demonstrate effective listening skills |

Effective Interpersonal Communication (cont.)

Knowledge	Attitudes	Skills
6 • Recognize individual capabilities and limitations as related to individual roles • Identify the ways in which physical and social environment affects one's attitudes toward self, others, and ways of living	• Recognize feelings of others • Belong to a school-related social group • Recognize that others see one differently from how one perceives self	• Demonstrate listening skills • Model specific communication styles • Use appropriate coping responses during times of personal stress
3 • Identify communication patterns of self and others • Describe requirements for getting along with others	• Recognize feelings of others • Recognize that others may be trusted • Demonstrate a respect for one's environment and the property of others • Cooperate in work and play	• Use appropriate styles of communication with classmates

Recognizing Own and Others' Contributions

Knowledge	Attitudes	Skills
12 • Identify one's need to belong to a group • identify one's need to belong to a group • Identify ways to capitalize on personal strengths • Prioritize own needs • Identify needs of various societal groups		• Use social behaviors that show responsibility and independence • Use communication style and personality type in contributing to others
9 • Identify one's need to belong to a group • Identify own personal strengths	• Search for alternatives in fulfilling personal needs • Contribute to one or more school-related groups	• Use social behaviors that show responsibility and independence
8 • Describe one's need to belong to a group • Identify various alternatives for contributing to other students	• Show respect for others as individuals of worth and dignity	• Follow rules, accept direction, and take responsibility
3 • Identify various alternatives for contributing to other students	• Indicate a wholesome attitude toward self	• Follow rules, accept direction, and take responsibility

LEISURE DOMAIN

COMPETENCY: THE KNOWLEDGE OF SOCIALLY ACCEPTABLE ACTIVITIES

KNOWLEDGE	ATTITUDES	SKILLS
K-5		
♦ Identify home, school and community leisure activities	♦ Recognize the value of leisure activities	♦ Choose and participate in leisure activities
6-8		
♦ Identify appropriate use of leisure time individually and in groups	♦ Recognize suitable activities for individual interests	♦ Choose and participate in leisure activities
9-12		
♦ Identify individual capabilities and interests in relation to leisure activities	♦ Recognize the participatory and spectator aspects of leisure activities	♦ Choose appropriate leisure activities for present and future participation
♦ Be aware of leisure activities for the present and the future	♦ Recognize the importance of leisure in both the student's present and future lifestyle	

COMPETENCY: UTILIZING RESOURCES, EXERCISING RIGHTS AND RESPONSIBILITIES AND FOLLOWING RULES AND REGULATIONS

KNOWLEDGE	ATTITUDES	SKILLS
K-5		
♦ Identify community recreational facilities and programs available for appropriate age groups	♦ Display respect for recreational facilities and leaders	♦ Locate recreational facilities in the community
♦ Name rules and responsibilities for safe play SOL E.10	♦ Demonstrate good sportsmanship	♦ Identify elements of good sportsmanship
	♦ Show consideration for safety of one's self and others	♦ Use available equipment in appropriate manner
6-8		
♦ Identify community recreational facilities and programs available for appropriate age groups	♦ Assume responsibility for use of recreational facilities	♦ Display good sportsmanship
♦ Identify sources of information	♦ View leisure time as constructive activity	♦ Demonstrate knowledge of rules and regulations for activities chosen
♦ Identify requirements for participating in selected activities	♦ Realize importance of team work	♦ Use available facilities and equipment in appropriate manner
9-12		
♦ Identify community recreational facilities and programs available for appropriate age groups	♦ Assume responsibility for use of recreational facilities	♦ Use available facilities and equipment appropriately
♦ Identify sources of information for chosen activities	♦ View leisure time as constructive activity	♦ Display good sportsmanship in all areas of activities
	♦ Realize importance of team work	
	♦ Respect rights of others in leisure setting	♦ Acknowledge rights of others to participate in leisure activities

COMPETENCY: PLANNING ACTIVITIES TO MEET INDIVIDUAL NEEDS

KNOWLEDGE	ATTITUDES	SKILLS
K-5		
♦ Be aware of the variety of leisure activities available	♦ View leisure time as constructive as well as entertaining ♦ Recognize that leisure interests vary from person to person	♦ Organize time for leisure activity
6-8		
♦ Identify personal interests, capabilities and talents such as music, art, sports and hobbies	♦ Recognize that leisure time is an integral part of one's lifestyle	♦ Select activities related to interests, talents and capabilities ♦ Demonstrate good time management practices
9-12		
♦ Knowledge about clubs and other social and recreational activities available ♦ Knowledge about opportunities for continuation of chosen activities in future years	♦ Recognize that leisure time is an integral part of one's lifestyle ♦ Recognize that chosen activities may vary in future years ♦ Recognize that leisure time can be used as community service	♦ Select activities appropriate to interests and talents ♦ Demonstrate effective management practices



The National Career Development Guidelines

Competencies and Indicators

for

Elementary School Level
Middle/Junior High School Level
High School Level
Adult Level

ELEMENTARY SCHOOL STUDENT COMPETENCIES AND INDICATORS

Self-Knowledge Indicators

COMPETENCY I: Knowledge of the importance of self-concept.

- Describe positive characteristics about self as seen by self and others.
- Identify how behavior effect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.

- Make positive statements about self and others.
- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate understanding of different cultures, lifestyles, attitudes and abilities.

COMPETENCY III: Awareness of the importance of growth and change.

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

Educational And Occupational Exploration Indicators

COMPETENCY IV: Awareness of the benefits of educational achievement.

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.

Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people and things.
Identify work activities of interest to the student.
Describe the relationship of beliefs, attitudes, interest, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations. (e.g., inside/outside, hazardous)
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.

Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.

Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

*Career Planning
Indicators*

COMPETENCY IX: Understanding of how to make decisions.

Discuss how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision-making situations.
Describe how personal beliefs and attitudes effect decision making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.

Describe the various roles and individual may have (e.g., friend, student, worker, family member).
Describe work-related activities in the home, community and school.
Describe how family members depend on one another, work together and share responsibility.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.

Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.

Describe the importance of planning.

Describe skills needed in a variety of occupational groups.

Complete an individual career plan for the elementary school level.

MIDDLE/JUNIOR HIGH SCHOOL STUDENT COMPETENCIES AND INDICATORS

Self-Knowledge Indicators

COMPETENCY I: Knowledge of the influence of self-concept.

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.

COMPETENCY III: Knowledge of the importance of growth and change.

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Educational and Occupational Exploration Indicators

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances one's ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding of the relationship between work and learning.

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand and use career information.

Identify various ways that occupations can be classified.

Identify a number of occupational groups for exploration.

Demonstrate skills in using school and community resources to learn about occupational groups.

Identify sources to obtain information about occupational groups including self employment.

Identify skills that are transferable from one occupation to another.

Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.

Describe terms and concepts used in describing employment opportunities and conditions.

Demonstrate how to complete a job application.

Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding of how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.

Describe the relationship between work and economic and societal needs.

Demonstrate knowledge of the economic contributions workers make to society.

Describe the effects that societal, economic, and technological change have on occupations.

*Career Planning
Indicators*

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes

Describe how career development is a continuous process with series of choices.

Identify possible outcomes of decisions.

Describe school courses related to personal, educational and occupational interests.

Describe how the expectations of others affect career planning.

Identify ways in which decisions about education and work relate to other major life decisions.

Identify advantages and disadvantages of various secondary and career goals.

Demonstrate knowledge of the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

Identify how work roles at home satisfy needs of the family.

Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

Identify personal leisure choices in relation to lifestyle and the attainment of future goals.

Describe advantages and disadvantages of various life role options.

Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.

Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.

Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding of the process of career planning.

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and vocational programs offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Complete an individual career plan for the middle/junior high school level.

HIGH SCHOOL STUDENT COMPETENCIES AND INDICATORS

Self-Knowledge Indicators

COMPETENCY I: Understanding of the influence of a positive self-concept.
Identify and appreciate personal interests, abilities and skills.
Demonstrate the ability to use peer feedback.
Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.
Demonstrate an understanding of environmental influences of one's behaviors.
Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others.
Demonstrate effective interpersonal skills.
Demonstrate interpersonal skills required for working with and for others.
Describe appropriate employer and employee interactions in varying situations.
Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding of the impact of growth and development.
Describe how developmental changes affect physical and mental health.
Describe the effect of emotional and physical health on career decisions.
Describe healthy ways of dealing with stress.
Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration Indicators

COMPETENCY IV: Understanding of the relationship between educational achievement and career planning.
Demonstrate how to apply academic and vocational skills to achieve personal goals.
Describe the relationship of academic and vocational skills to personal interests.
Describe how skills developed in academic and vocational programs relate to career goals.
Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding of the need for positive attitudes toward work and learning.
Identify the positive contributions workers make to society.
Demonstrate knowledge of the social significance of various occupations.
Demonstrate a positive attitude toward work.
Demonstrate learning habits and skills that can be used in various educational situations.
Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate and interpret career information.
 Describe the educational requirements of various occupations.
 Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information systems).
 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).
 Describe the concept of career ladders.
 Describe the advantages and disadvantages of self-employment as a career option.
 Identify individuals in selected occupations as possible information resources, role models, or mentors.
 Describe the influence of change in supply and demand for workers in different occupations.
 Identify how employment trends relate to education and training.
 Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs.
 Demonstrate skills to locate, interpret, and use information about jobs opening and opportunities.
 Demonstrate academic or vocational skills required for a full or part-time job.
 Demonstrate skills and behaviors necessary for a successful job interview.
 Demonstrate skills in preparing a resume and completing job applications.
 Identify specific job openings.
 Demonstrate employability skills necessary to obtain and maintain jobs.
 Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
 Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
 Demonstrate and understanding that job opportunities often require relocation.
 Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding of how societal needs and functions influence the nature and structure of work.
 Describe the affect of work on lifestyles.
 Describe how society's needs and functional influence the supply and demand of goods and services and the resulting impact on occupations.
 Describe how occupational and industrial trends relate to training and employment.
 Demonstrate an understanding of the global economy and how it affects each individual.

*Career Planning
Indicators*

COMPETENCY IX: Skills to make decisions.
 Demonstrate responsibility for making tentative educational and occupational choices.
 Identify alternatives in given decision-making situations.
 Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
 Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
 Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
 Identify step to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding of the interrelationship of life roles.

- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
- Describe ways in which occupational choices may affect lifestyle.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.
- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding of the continuous changes in male/female roles.

- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
- Identify courses appropriate to tentative occupational choices.
- Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning.

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Complete and update the career plan developed in middle/junior high school.

ADULT COMPETENCIES AND INDICATORS

Self-Knowledge Indicators

COMPETENCY I: Skills to maintain a positive self concept.

- Demonstrate a positive self-concept.
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
- Identify achievements related to work, learning, and leisure and their influence on self perception.
- Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.

- Demonstrate appropriate interpersonal skills in expressing feelings, and ideas.
- Identify symptoms of stress.
- Demonstrate skills to overcome self-defeating behaviors.
- Demonstrate skills in identifying support and networking arrangements (including role models).
- Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.

- Describe how personal motivations and aspirations may change over time.
- Describe physical changes that occur with age and adapt work performance to accommodate these.
- Identify external events (e.g., job loss, job transfer) that require life changes

Educational And Occupational Exploration Indicators

COMPETENCY IV: Skills to enter and participate in education and training.

- Describe short and long-range plans to achieve career goals through appropriate educational paths.
- Identify information that describe educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study)
- Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
- Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.

- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
- Describe one's educational achievements and life experiences to occupational opportunities.
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret information.

- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors).
- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
- Describe the uses and limitations of occupational outlook information.
- Identify the diverse job opportunities available to an individual with a given set of occupational skills.
- Identify factors that contribute to misinformation about occupations.
- Describe information about specific employers, and hiring practices.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.
 Identify specific employment situations that match desired career objectives.
 Demonstrate skills to identify job openings.
 Demonstrate skills to establish a job search network through colleagues, friends, and family.
 Demonstrate skills in preparing a resume and completing job applications.
 Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
 Demonstrate effective work attitudes and behaviors.
 Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
 Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
 Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
 Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.
 Demonstrate the importance of work as it affects values and life style.
 Describe how society's needs and functions affect occupational supply and demand.
 Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
 Demonstrate an understanding of the global economy and how it affects each individual.

*Career Planning
Indicators*

COMPETENCY IX: Skills to make decisions.
 Describe personal criteria for making decisions about education, training, and career goals.
 Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits and other conditions of employment.
 Describe the effects of education, work, and family decisions on occupational choices.
 Identify personal and environmental conditions that affect decision-making.
 Demonstrate effective career decision-making skills.
 Describe potential consequences of decisions.

COMPETENCY X: Understanding of the impact of work on individual and family life.
 Describe how family and leisure functions affect occupational roles and decisions.
 Determine effects of individual and family developmental stages on one's career.
 Describe how work, family, and leisure activities interrelate to define the current life situation.
 Identify strategies--such as assertive skills--for negotiating work, family and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding of the continuing changes in male/female roles.

Describe recent changes in gender norms and attitudes.

Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

Identify disadvantages of stereotyping occupations.

Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.

Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.

Describe strategies to use during transitions, approaches such as networks and stress management.

Describe skills needed for self-employment, abilities to develop a business plan, determine marketing strategies and develop sources of capital.

Describe the skills and knowledge needed for pre-retirement planning.

Complete a career plan that describes short and long-range career goals, including retirement.

APPENDIX B

5. Guest Speaker—Please check those of interest to you

- | | | |
|---|--|--|
| Agri-Business & Natural Resources | ☐ Farmer | ☐ Other |
| ☐ Biologist | ☐ Mining Engineer | |
| ☐ Forester | | |
| Business & Office | ☐ Keypunch Operator | ☐ Real Estate |
| ☐ Clerical | ☐ Insurance | ☐ Other |
| ☐ Accounting | | |
| Communication & Media | ☐ Recording | ☐ Journalism |
| ☐ Broadcasting | ☐ Telephone/Teletype | ☐ Other |
| ☐ Motion Picture | | |
| Construction | ☐ Electrician | ☐ Plumber |
| ☐ Carpenter | ☐ Heavy Equipment Oper. | ☐ Other |
| ☐ Civil Engineer | | |
| Environment | ☐ Park Ranger | ☐ Animal Keeper |
| ☐ Ecologist | ☐ Wildlife Manager | ☐ Other |
| ☐ Exterminator | | |
| Fine Arts & Humanities | ☐ Technical Writer | ☐ Linguist |
| ☐ Photographer | ☐ Music & Performing | ☐ Other |
| ☐ Architect | | |
| Health Occupations | ☐ Mental Health Worker | ☐ Pharmacist |
| ☐ Veterinarian | ☐ Medical Technician | ☐ Other |
| ☐ Dentist | | |
| Hospitality & Recreation | ☐ Travel-Related | ☐ Hotel-Motel Workers |
| ☐ Zookeeper | ☐ Restaurant Worker | ☐ Other |
| ☐ Dog Trainer | | |
| Manufacturing | ☐ Chemist | ☐ Engineer |
| ☐ Technicians | ☐ Unskilled Laborer | ☐ Other |
| ☐ Radio Repair | | |
| Marketing & Distribution | ☐ Coin-Vending Machine | ☐ Salesperson |
| ☐ Model | ☐ Cashier-Checker | ☐ Other |
| ☐ Butcher | | |
| Personal Service | ☐ Embalmer | ☐ Laundering |
| ☐ Beautician | ☐ Bartender | ☐ Other |
| ☐ Tailor | | |
| Public Service | ☐ Law Enforcement | ☐ Lawyers |
| ☐ Bank/Tellers | ☐ Post Office Clerk | ☐ Other |
| ☐ Teachers | | |
| Transportation | ☐ Truck Driver | ☐ Auto Mechanic |
| ☐ Bus Driver | ☐ Gas Station Attendant | ☐ Other |
| ☐ Flight Attendant | | |
| Employment Information | | |
| ☐ How to get a job | | |
| ☐ Where are the jobs | | |
| ☐ Job Interviewing | | |
| ☐ Keeping a job | | |

Needs Assessment: A Step-By-Step Approach

Susan M. Rimmer
Marilyn A. Burt

This article has been designated by the AEIS resource evaluators as containing timeless information.

Program evaluations are conducted to improve the effectiveness of counselors and guidance programs by contributing to the attainment of goals and purposes (Shertzer & Stone, 1976). Such evaluations, which are part of a school counselor's job (ASCA, 1964), consist of sequential and interdependent steps through which judgements are reached (Shertzer & Stone, 1976).

Needs assessment techniques are an integral part of educational planning and evaluation that can be used by school counselors to plan effective guidance programs and to evaluate on-going activities. And even though counselors may be unfamiliar with effective methods, they can meet their system's specific needs by designing their own needs assessment procedures. The purpose of this article is to present a practical step-by-step needs assessment plan for school counselors.

ment and demonstrates the need for improvement. In addition, it provides a database for the evaluation of ongoing guidance program components and for the development of new activities. Depending on the results of the assessment, ongoing activities can be maintained, modified, or eliminated from the program and new activities can be developed and implemented (Sulmer, 1978).

Needs assessment is also a method for involving students, families, and the community in setting goals and priorities for the counseling program. Students, parents, and teachers can gain information regarding the school counselor's functions, and make suggestions as to the direction of the guidance program. Consequently, guidance "consumers" can have a direct role in program planning and development.

THE STEPS

Step One: Form a Planning Committee

Form a planning committee to establish

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lish goals for your school guidance program. If possible, include interested parents and teachers. Then stimulate interest in your program, explaining its goals and purpose through activities such as in-service workshops for teachers and "parent night" programs. If willing committee members cannot be found, you must work alone to define these guidance program goals.

Step Two: Define Guidance Program Goals

Once a working committee is formed, the task of defining the broad goals of a guidance program proceeds. These goals stem from needs perceived by members of the committee and reflect goals from professional role statements (i.e., ASCA, 1971a, 1971b). For example, the primary goal of your counseling program might be to help children learn more effectively by focusing on the developmental needs of all students rather than on the special needs of a few (Sulmer, 1978). In this case you would use professional role statements as guidelines, with the

specific and unique needs of target populations taking precedence. The counselor takes a leadership role in this process to assure that the program goals are realistic, manageable, and appropriate, and reflect a comprehensive approach to the school's guidance functions.

Step Three: Develop Instruments

The committee next designs questionnaires generating a group of 30 to 40 items fitted to the goals established in *Step Two* and reflecting the developmental level and tasks of the target population in relationship to each goal. In addition, use your own skills and abilities in item construction. To keep the procedure simple, use the same set of items for student, parent, and teacher questionnaires. Begin each instrument with an appropriate statement. For example, the student questionnaire might begin, "I need help with . . ." Similarly, "My child needs help with . . ." might begin the parent questionnaire. And the teacher questionnaire might begin "My students need help with . . ." An example of a set of items is included in Figure 1.

I'd like help in . . .	Number of "Yes" Responses	Rank
Expressing my feelings to others	52	1
Learning to feel good about myself	31	7
Learning to make good decisions	42	3
Being able to accept myself the way I am	39	5
Learning to have confidence in myself	40	4
Being able to accept criticism	18	9
Finding out how people feel about me	22	8
Learning to listen to others	10	10
Feeling more comfortable with others	37	6
Learning how to make friends	49	2

FIGURE 1
Needs Assessment Items

Since these items reflect only student needs, additional questions are included that reflect the unique needs of parents and teachers. "I need more help in knowing how to discipline my child" is the type of item that may be included for parents. Additional items for teachers may include, for example, "I need to learn more about dealing with children with behavioral problems." The three questionnaires are thus basically the same with some additional items focusing on special needs of the target groups.

Step Four: Conduct a Pilot Study

To evaluate the items in the questionnaires conduct a small-scale pilot study. Administer the instrument to small groups (3 to 10) from each of the target populations, asking the participants to review the items and evaluate whether they reflect the goals defined in *Step Two*. After these evaluations and suggestions are made, revise the items accordingly.

Step Five: Administer the Questionnaires

The counselor administers the questionnaires, insuring personal contact that provides more exposure to students, parents, and teachers. However, it is not necessary to administer the assessment to all members of the target populations. Instead, choose a random sample of each population from lists of students, parents, and teachers. You can use a random number table or pull names out of a hat to select your subjects. If this is not feasible, select a stratified random sample by randomly selecting one or two classrooms and a designated number of teachers and parents from each grade level. This procedure provides representative samples and reliable data without the

expense and time involved in assessing the entire population.

Step Six: Implement the Results

This step is the goal of the needs assessment process: the implementation of counselor activities to meet the expressed needs of the client population.

First, evaluate the results of the questionnaires. A simple way to do this is to examine the frequencies of responses for each item. For example, if your items required a "Yes" (indicating a need for that item) or "No" (indicating no need for that item), look at the number of either response for each item. Next, rank each item by the number of "Yes" responses (see Figure 1) and assign a rank of one to the item receiving the highest number. This ranking indicates a hierarchy of needs suggesting priorities for program implementation.

After you have evaluated all the items, match the appropriate counseling activities with the items that reflect areas of expressed need (i.e., having any "Yes" responses). You may do this either alone or with the school staff, which is an effective way to promote staff involvement in planning the guidance program. The matching activity can be part of a faculty meeting or an in-service activity.

Group together items that reflect the same goals, providing a basis for assigning them to small faculty interest groups. Then provide each group with a list of items reflecting the program goal under consideration, with the need rankings included. These groups then design counseling activities to meet the expressed needs. Next, the entire staff meets together, shares their suggested activities, and obtains feedback from one another. Revisions or modifications are made if necessary.

The staff then constructs a comprehensive list of counseling activities, assigning them respective item ranks. This list reflects each activity's priority for implementation in the guidance program.

In this way, the entire school staff is involved in the guidance and counseling program, the counselor uses the staff's ideas and suggestions, and a comprehensive list of new counseling activities results. Now the counselor, teachers, and administrators implement these new activities!

Step Seven: Conduct a Follow-Up Needs Assessment

Later, the school counselor evaluates whether the counseling activities implemented in *Step Six* are truly meeting students', parents', and teachers' assessed needs. This follow-up assessment is conducted several months after the new activities are incorporated into the guidance program. The original instruments are administered a second time and again the results are evaluated. If the number of "Yes" responses has decreased significantly (20 to 237), expressed needs are being met. If, on the other hand, "Yes" responses remain stable or increase in frequency, expressed needs are not being met and counseling activities need revision.

SUMMARY

In conclusion a needs assessment is an effective way to evaluate the effects of ongoing guidance program activities. In addition, it provides information to assist in the development and implementation of school counseling and guidance programs that meet the various needs of students, teachers, and parents. Needs assessment is a simple yet thorough tool that is a vital part of planning and evaluation in the school guidance program.

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Conducting Needs Assessment

Arlene Fink and Jacqueline Kosecoff

Needs assessment is defined by the *Encyclopedia of Educational Evaluation* as the process by which one identifies needs and decides upon priorities among them. In education and training programs, a need is often defined as a condition in which there is a discrepancy between an acceptable state of affairs and an observed state of affairs.

Needs assessment can be done for individuals, groups, or institutions. According to the *Encyclopedia*, you can either measure the discrepancy objectively or estimate it subjectively. If you use the first method you compare the level of measured performance with the level judged acceptable. If you use the second method, you select people whose judgment you trust and ask them whether a need exists in a given area.

A value judgment is necessary in either case. Someone has to decide where the "acceptable" level is, and someone has to rate the degree of need that exists.

Instead of offering more theory, we will describe a needs assessment method developed by David Satcher. His strategy has five steps which we will translate into a hypothetical educational example.

Step 1: Identify Potential Objectives

The first step is to compile a comprehensive list of objectives for the program. Go to the experts, the literature, or the community.

Example: In our hypothetical education needs assessment, we obtained statements of goals primarily from a review of the literature, an analysis of the future job market, and a review of 20 school districts located throughout the country.

After the list was compiled, we gave it to a group composed of two teachers, two representatives from labor/business, two community persons, and a professor of education. We asked them to discuss and refine the findings. They identified 50 goals such as these:

- Communication of knowledge—the skill to acquire and transmit
- Aesthetic—cultural and leisure pursuits
- Consumer — personal buying, selling, and investment.

Arlene Fink and Jacqueline Kosecoff are editors, *How to Evaluate Education Programs*, Capitol Publications, Inc., Washington, D.C.

Instructional Leadership Handbook, James W. Keefe and John M. Jenkins, eds., National Association of Secondary School Principals. 1984.

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Step 2: Decide Most Important Goals Objectives

Next, select the individuals and groups whose interests and views you consider important. Have them rate the objectives and then combine the results.

Example: We identified three groups for participation in our needs assessment—students, teachers, and school administrators. We drew a random sample of 350 students from all the secondary students in the district, representative in terms of sex, ethnicity, and family income. The sample of teachers ($n = 50$) included high school instructors and career guidance counselors. Administrators ($n = 18$) were the principals and vice principals in each of the district's high schools. (In an actual needs assessment, we would also have surveyed parents and the community.)

To decide which goals were the most important, we asked each individual to complete a questionnaire that included the statements and a rating scale with five choices. In rating the goals, we asked people to assign at least two goals to each of the five response categories: 1 = least important, 2 = below average, 3 = average, 4 = above average, 5 = most important. A Q-sort technique was used, with each goal written on a separate card for easy sorting into the five categories. (People have a tendency to rate *all* objectives either very high or very low, and Q-sort is one way to break that pattern.)

Step 3: Assess Nature, Type of Current Services

Next, you must get information about how well your schools are meeting these goals now. You might find this information in school records or in experimental and evaluation data, or you might try a survey of community experts or ordinary citizens.

Example: We gave teachers and administrators (not students) two additional three-point rating scales on the needs assessment questionnaire. One was for judging *feasibility* (Can we do it?), and the other for assessing *availability* (Are we already doing it?). We wanted to know whether services rated as important are already available, and if they are not, whether they are impossible (or impractical) to provide.

Here are the directions to teachers and administrators for rating feasibility and availability:

Conducting Needs Assessment

Rating Feasibility of Services

Please rate the feasibility of implementing this goal in the school program on a scale that goes from "easy to provide" to "possible to provide, but difficult," to "cannot be provided at this time." Please rate the feasibility with the present resources available to our school district.

Rating Availability of Services

Please rate the availability of each goal or service. How easy is it for the school in which you work to implement the goal at this time? The three-part scale goes from "easily available" to "available, but difficult to get" to "not available as far as I know."

We tried a single 50-goal questionnaire on a small pilot sample (25) of students, teachers, and administrators. In addition to the responses described above, we added "Do not understand" to each rating scale.

After the pretest, we revised goal statements to make them clearer and less confusing, and dropped the ones that appeared difficult to understand. The final questionnaire contained 38 statements. (We also arranged for a Spanish language version of the questionnaire.)

Step 4: Collect Information

Consider using questionnaires (or interviews for small samples) for collecting the needs assessment information. Check the accuracy and completeness of the response.

Example: We used self-administered questionnaires for this assessment. Homeroom teachers distributed the questionnaires to students; teachers and administrators received them in their school mailboxes. The completed forms were returned to a clerk at each high school, who substituted code numbers for names to ensure anonymity.

Step 5: Select Final Goals

In the last step, you must synthesize information in order to set priorities among goals. Although complex mathematical models are sometimes used, relatively simple schemes can produce excellent results.

For our educational needs assessment, we calculated the averages of all ratings of availability, feasibility, and importance. We analyzed the results which enabled us to set appropriate priorities:

- We gave top priority to the goals that were rated highest in feasibility and importance, and lowest in availability.

- For objectives rated *low* in availability and feasibility but *high* in importance, we set up a committee to study whether we might be able to offer these services.
- Finally, we ruled out some goals that were rated highly important and feasible because they were already available.

Delphi Technique

Another useful tool for needs assessment is the Delphi Technique.

1. Each participant contributes information at each stage (there are three or four *before* seeing what others have said).
2. Each participant knows his/her own responses but those of others remain anonymous.
3. The results of each step are shared as part of the next step.

The Delphi Technique has the advantage of not requiring repeated meetings, yet provides for systematic information gathering and group priorities by substituting a computed consensus for the usual majority.

A typical Delphi Technique employs a three-stage process. The first questionnaire collects information about personal concerns and priorities. The second consists of items developed from the first-round responses; participants privately rank each item according to their own priorities. The third questionnaire gives participants an average (mean or mode) of second-round responses and an opportunity to reconsider personal choices in light of the group judgments. The result is group consensus.

Other Delphi variations are short questionnaires or charts with statements developed in advance by a planning committee, and computerized versions using Q-sort cards for the ranking process.

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APPENDIX C

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Name _____

School _____

School Address _____

Educational & Career Planning Folder Middle / Junior High School

This folder is YOURS. It will be kept for you in the Career Resource Center. When you graduate or transfer to another school, you will take this folder with you.

What you record in this folder will help you complete your educational and career goals and plans. It will also assist you in completing job application forms and resumés. You **DO NOT HAVE TO** fill in any information that you choose to exclude. However, the information recorded in this folder will help you monitor your educational progress and your educational and career planning activities.

My parents reviewed my educational and Career Planning Folder on: *(This is optional but is encouraged.)*

Date(s)	_____	_____	_____	_____
Parent Initials	_____	_____	_____	_____

Anne Arundel County Public Schools • 2644 Riva Road • Annapolis, MD 21401

Student's Name

Address

DIRECTIONS: You are to keep a record of your school progress as it will help you to identify your academic and work skills. In turn, you should keep a record of your work experiences to use in future job applications as well as to help you identify your work skills and interests. All the information suggested here will help you in your decision-making and planning.

EDUCATIONAL RECORD

Grade 6				Grade 7				Grade 8				Grade 9			
Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade
Eng.		Eng.		Eng.		Eng.		Eng.		Eng.		Eng.		Eng.	
S.S.		S.S.		S.S.		S.S.		S.S.		S.S.		S.S.		S.S.	
Math		Math		Math		Math		Math		Math		Math		Math	
Sci.		Sci.		Sci.		Sci.		Sci.		Sci.		Sci.		Sci.	
P.E.		P.E.		P.E.		P.E.		P.E.		P.E.		P.E.		P.E.	

Subjects taken in summer school

Subjects taken in summer school

Subjects taken in summer school

Subjects taken in summer school

Credits Earned

GPA

STRENGTHS I HAVE DEMONSTRATED IN:

	Grade 6	Grade 7	Grade 8	Grade 9
Academic				
Work				
Personal/Social (Includes Fine Arts)				

SELF ASSESSMENT DATA

Name of Instrument	Date Taken	Results

SPECIAL INTERESTS (Hobbies, leisure time outside of school):

EXTRA CURRICULAR ACTIVITIES LOG

School Activities: _____

Community Activities: _____

Awards: _____

Honors: _____

Recognition: _____

WORK EXPERIENCE

Social Security Number _____

Employer's Name	Employer's Address	Job Title	Working Dates	
			Beginning	Ending

REFERENCES

Before you put a person's name here, ask her/him if it's O.K. You are encouraged to ask these people to write a letter of recommendation for you and keep the letters in this folder.

Name	Address	Telephone Number

OTHER SCHOOLS I HAVE ATTENDED

OTHER INFORMATION

Purpose: The following checklist is used as a way to make sure that you have the competencies to develop educational and career goals and related decisions and plans. When you demonstrate specific competencies, your counselor, teacher, administrator, Career Resource Center Technician, or parent will initial the folder.

		Date	Initials
Grade 6	Career/ Occupational	_____	_____
		_____	_____
		_____	_____
Grade 6	Educational	_____	_____
		_____	_____
		_____	_____
Other			
Grade 7	Career/ Occupational	_____	_____
		_____	_____
		_____	_____
Grade 7	Educational	_____	_____
		_____	_____
		_____	_____
Other			
Grade 8	Career/ Occupational	_____	_____
		_____	_____
		_____	_____
Grade 8	Educational	_____	_____
		_____	_____
		_____	_____
Other			
Grade 9	Career/ Occupational	_____	_____
		_____	_____
		_____	_____
Grade 9	Educational	_____	_____
		_____	_____
		_____	_____
Other			

Name _____

School _____

School Address _____



Educational and Career Planning Folder

SENIOR High School

This folder is YOURS. It will be kept for you in the Career Resource Center. When you graduate or transfer to another school, you will take this folder with you.

What you record in this folder will help you complete your educational and career goals and plans. It will also assist you in completing job application forms and resumés. You **DO NOT HAVE TO** fill in any information that you choose to exclude. However, the information recorded in this folder will help you monitor your educational progress and your educational and career planning activities.

My parents reviewed my educational and Career Planning Folder on: *(This is optional but is encouraged.)*

Date(s) _____

Parent Initials _____

Anne Arundel County Public Schools • 2644 Riva Road • Annapolis, MD 21401

Name			Social Security No.	
Address			Telephone No.	

EDUCATIONAL HISTORY (Schools Attended)				
Name of School	Street Address	City	State	Zip Code

	Grade 9	Grade 10	Grade 11	Grade 12
School Activities				
Community Activities				
Awards				
Honors				
Recognition				
Hobbies				
Other				

SELF ASSESSMENT DATA		
Name of Instrument	Date Taken	Results

STRENGTHS I HAVE DEMONSTRATED IN:				
	Grade 9	Grade 10	Grade 11	Grade 12
Academic				
Work				
Personal/Social (Includes Fine Arts)				

EMPLOYMENT HISTORY			Working Dates	
Employer's Name	Employer's Address	Job Title	Beginning	Ending

Student Identification No. _____

Certificate Program Requirements:

It is your responsibility to monitor your progress toward the certificate. You are encouraged to write the requirements for your desired certificate in the space provided.

☐ Advanced Academic	☐ Specialized
☐ Academic	☐ Art
☐ Vocational	☐ Music
	☐ P.E.

Grade 9				Grade 10				Grade 11				Grade 12			
1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester		1st Semester		2nd Semester	
Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade	Subject	Grade
Subjects taken in summer school				Subjects taken in summer school				Subjects taken in summer school				Subjects taken in summer school			
Other				Other				Other				Other			
Total Credits in Grade 9				Accumulated Credits				Accumulated Credits				Credits Earned			
GPA				Accumulated GPA				Accumulated GPA		Rank in Class		Final GPA		Rank in Class	

□□
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□

Social Studies
(3 units)

☐ American Government
☐ U.S. History
☐ Elective

[illegible]Science (2 units) ☐ ☐ ☐ ☐Physical Education (1 unit) ☐ ☐Fine Arts (1 unit) ☐ ☐"Practical Arts" (1 unit) ☐ ☐

Electives (Classes of 1987 and 1988 - 9 units) (Class of 1989 and thereafter - 7 units)

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Maryland Functional Tests Passed: ☒ Reading ☒ Math ☒ Writing ☒ Citizenship

REFERENCES Before you put a person's name here, ask her/him if it's OK. You are encouraged to ask these people to write a letter of recommendation for you and keep the letters in this folder.

Address

Telephone Number _____

Purpose: The following checklist is used as a way to make sure that you have the competencies to develop educational and career goals and related decisions and plans. When you demonstrate specific competencies, your counselor, teacher, administrator, Career Resource Center Technician, or parent will initial the folder.

	Date	Initials	
GRADE 9			Career/Occupational
			Based upon my skills and strengths, my career goal now is _____
			I can identify attitudes and skills for which employers look in job applicants.
			I know how to use all the career information resources in the Career Resource Center.
			I can use the career decision-making process in choosing a career.
			I know my work traits and interests.
			Educational
			I have completed a four-year educational plan.
			I know my academic strengths and learning style.
			I can describe the educational program opportunities available to me.
			I know my rights and responsibilities as a student and a citizen.
			I can identify college/university entrance requirements.
		I can identify technical/trade school entrance requirements.	
		I know the high school graduation requirements.	
		Other	
GRADE 10			Career/Occupational
			Based upon my skills and strengths, my career goal now is _____
			I can describe my work.
			I can identify local job opportunities.
			I can demonstrate job-seeking and application skills.
			I can use at least four sources to find career/occupational information.
			Educational
			I have reviewed (and changed) my four-year educational plan.
			I can describe my academic competencies.
			I know how to plan for long-range goals.
			Other
GRADE 11			Career/Occupational
			Based upon my skills and strengths, my career goal now is _____
			I am in a course of study that leads to my career goal.
			I can demonstrate positive job-interviewing skills.
			Educational
			I have re-evaluated my high school plan.
			I have discussed my current educational plans with my counselor and my parents.
			Other
GRADE 12			Career/Occupational
			Based upon my skills and strengths, my career goal now is _____
			I have had one or more work/leisure/educational experiences outside of school that relate to my career goal.
			I have a written plan for reaching my career goal.
			Educational
			After high school, I plan to _____
			I have taken the following action on my post-high school plan _____
			I have discussed my post-high school plans with my counselor and parents.
			Other